DOCUMENT RESUME

ED 111 224 FL 007 106

AUTHOR Ghini, Costantino; And Others
TITLE State Wide CODOFIL Program of French Instruction in the Elementary Grades, 1973-74, Evaluation Report.
INSTITUTION Ghini and Associates, New Orleans, La.
SPONS AGENCY Louisiana State Dept. of Education, Baton Rouge.
PUB DATE 74
NOTE 145p.; For related documents, see FL 007 105 and FL 007 107

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS Communication Skills; Community Education; Community Involvement; Curriculum Development; Elementary Education; *Fles Programs; *French; Inservice Teacher Education; *Language Instruction; Language Programs; Language Skills; Language Teachers; *Program Attitudes; *Program Evaluation; Second Language Learning
IDENTIFIERS *Louisiana

ABSTRACT

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level during the academic year 1973-74. Aims of the program were to show that: (1) a second language learning program is feasible, educationally sound, and can fit within the existing educational program while utilizing the present staff; and (2) the program will also develop communication skills in the individual's primary or native language. Further aims were to train elementary teachers to provide basic and uniform competency in French, and to provide opportunities for community members to participate in French classes. Measurable performance and operational objectives used to measure achievement of these aims demonstrated that language instruction contributes to learning of curriculum subjects and that listening and comprehension skills in French are improved along with oral proficiency and mastery of structural and lexical items. The inservice teacher training, community response to adult French classes, and various attitudes regarding the program were also evaluated. The impact of the program and its implementation were examined. Detailed information regarding the evaluation of each objective constitutes the body of the report. Illustrative data are supplied in the body and appendices. An educational accomplishment audit for the program concludes the report. (CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111224

BULLETIN NO. 1407

STATE WIDE CODOFIL PROGRAM OF FRENCH INSTRUCTION IN THE ELEMENTARY GRADES

1973-74

FL00 7106

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION REPORT
SUBMITTED BY
GHINI & ASSOCIATES
NEW ORLEANS, LOUISIANA
FOR THE
LOUISIANA STATE DEPARTMENT OF EDUCATION

FOREWORD

The evaluators present this work with a high degree of satisfaction and words of gratitude to the employees of the Louisiana State Department of Education, Foreign Language Section, for having provided high quality statistical data and full cooperation in the preparation of this report.

The evaluators certify that they have personally visited some of the schools where the program is implemented, that all reasonable and ethical care has been exercised in the processing of gathered data and that they have made a fair and just interpretation of same as reflected in the body of this report.

Costantino Ghini, President
GHINI & ASSOCIATES

The opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education or the Council for the Development of French in Louisiana, and no official endorsement by them should be inferred.

TABLE OF CONTENTS

	Page
Foreword	i
Introduction	1
General Findings	4
Program Demographic Statistics	8
Map of French Teachers' Placement	...10
Test of French Listening Comprehension and Global Understanding	...11
Frère Jacques Test	...15
Metropolitan Achievement Test	...19
Principals' and Supervisors' Survey	...27
Teachers' Survey	...37
Parents' Survey	...45
Adult Students' Survey	...68
Teachers Specializing in French Survey	...80
JILAP Component	...93
Comments and Recommendations	...98
Appendix	
A. Program Overview	..106
B. Evaluation Design	..108
C. 1973 Principals' Survey	..110
D. 1973 Teachers' Survey	..111
E. 1973 Parents' Survey	..115
SECTION II	
Final Educational Accomplishment Audit Report	1-21

INTRODUCTION

In August of 1973, the Foreign Language Section of the Louisiana State Department of Education entered into an agreement with Ghini and Associates, a private, independent, educational services firm, to evaluate the CODOFIL French Program in the Elementary Schools for the academic year 1973-74. The program coordinator and his staff, parish superintendents, supervisors, French educational consultants, teachers and French-speaking associate teachers all cooperated fully and graciously assisted the evaluation team in its efforts to secure valid and reliable data for this report.

The evaluation design (see Appendix B) was developed within the guidelines set by the project auditor and by the stipulated project aims and objectives.

A complete program overview is provided in Appendix A, but the following project objectives constitute the foundation and rationale of this program:

A. The main objective is to show, through careful evaluation, that a program of second language learning is both feasible and educationally sound and that such a program can fit within the existing educational program of the local school system, utilizing existing staff.

B. To prove that a program of second language learning (FSL) will assist the child in developing the proper communications skills in his primary or native language, regardless of socio-economic status, racial orgin, cultural background or linguistic and/or regional differences.

C. To train the elementary teachers within the 26 parishes so as to provide basic and uniform competency in the French language. This training will allow the teachers to function more effectively as team

members of the French Program and to ultimately enable them to assume full responsibility for French instruction in their classrooms.

D. To provide the opportunity for parents and interested community members to participate in evening programs of French instruction.

For evaluative purposes, these aims were converted into the following measurable performance and operational objectives.

1. To demonstrate that second language instruction makes a measurable contribution in gains and overall achievement in the promotional subjects of Language Arts, Reading and Math.

Evaluation through the Metropolitan Achievement Tests, posttesting of experimental and control groups.

2. To demonstrate that first and second grade students in the program will exhibit noticeable linguistic gains in the areas of auditory comprehension and global understanding of French.

Evaluation through the French Test of Listening Comprehension and Global Understanding. By pre- and posttesting of experimental group.

3. To demonstrate that students in grades two and beyond will exhibit measurable oral proficiency and mastery of both structure and lexical items in French, within the confines of the materials presented.

Evaluation through Frère Jacques Test. Pre- and posttesting of experimental group.

4. To assess the effectiveness of the in-service teacher training program conducted for the elementary teachers from participating schools at four universities in the state.

Evaluation through a survey conducted at the end of the academic year.

5. To evaluate community response and acceptance of evening adult French classes.

Evaluation through a survey conducted at the end of the year.

6. To assess the impact of an innovative program of Language Arts development (Jacaranda Individualized Language Arts Program - JILAP) which will be field tested in five first grade classrooms in five geographically selected parishes of the State.

Evaluation through Metropolitan Achievement Test. Posttesting of experimental and control groups.

7. To assess the attitude of the educational community toward a second language instructional program.

Evaluation through poll-type surveys of anonymous response, administered to the participating parish supervisors, principals and classroom teachers.

8. To assess the attitude of parents whose children are participating in the program.

Evaluation through a state-wide poll-type anonymous response survey of a randomly selected parent sample.

9. To assess general project climate and on-site program implementation.

Evaluation through personal interviews with project staff and personnel during on-site visits.

Detailed information regarding the evaluation of each performance and operation objective is to be found in the body of this report accompanied, wherever possible, by supportive or illustrative data both in its body and/or in the appendices.

GENERAL FINDINGS

Objective No. 1 - Metropolitan Achievement Test

The Metropolitan Achievement Test was used to assess whether a measurable contribution in math and reading achievement was made by the French instruction. Analysis of results failed to reject the null hypothesis. Conversely, lack of harmful effects in math and reading achievement in grade levels 1-4 is affirmed.

Objective No. 2 - French Test of Listening Comprehension and Global Understanding

Analysis of the pre- and posttest results of the French Test of Listening Comprehension and Global Understanding shows statistically and educationally significant gains at the .001* level of confidence. That is, the children in the Program have made statistically and educationally significant gains in their listening comprehension and global understanding of French. Inasmuch as absolute gains for both grades are almost identical, it is tentatively concluded that "first graders benefit as much as second graders from French instruction."

Inasmuch as this year's gains are almost twice as large as last year's, it is concluded that teaching, state-wide, was much more effective and, therefore, it points toward a much improved program during its second year of existence.

Objective No. 3 - Frère Jacques Test

Analysis of the Frère Jacque Test pre- and posttest scores shows educationally and statistically significant gains at the P.025 or P.001

---

*Probability of only one case in 1000 that the differences in scores have occurred by chance.

level of confidence at all grade levels.** These results are particularly impressive considering the late arrival of the Frère Jacques materials and the late date of pretesting.

Objective No. 4 - Second Language Specialist Classroom Teacher Training Program.

The anonymous survey of teachers seeking certification as specialists in French as a second language shows an excellent beginning and the evaluators are impressed by the degree of teacher involvement, approval and the very high level of enthusiasm shown by the teachers participating in it. The establishment of enabling legislation, and the joint planning by the Foreign Languages Departments and Colleges of Education of four of the major universities in the state, along with the Foreign Languages Section of the State Department of Education, are achievements of a very high merit and a tribute to all involved.

Objective No. 5 - Adult French Instruction Program

The survey for parents and community members participating in program-sponsored adult night classes shows an outstanding level of acceptance and enthusiasm toward this program component. Further evaluation regarding the need for a structured program for adults is suggested. It should be noted that parents' surveys show great interest in French instruction for adults. A total of 90% of respondents stated that they would re-enroll if courses are offered again next academic year.

**Except: Sixth Grade, where gains are very large and educationally significant but, due to the extremely small sample, statistical gains are not significant. Math Subtest: Fifth Grade, educationally but not statistically significant.

Objective No. 6 - JILAP Component

As measured by the Metropolitan Achievement Test, the JILAP System which is an individualized program, has not affected the children participating in the study. However, these findings are not conclusive and due to the tremendous amount of support and approval shown by the teachers implementing it, the evaluators feel that it would be a disservice to the JILAP System and to the children of Louisiana not to continue it. Reevaluation with more sensitive tests designed to measure both Language Arts, gains and attitudes toward learning should be made next year.

Objective No. 7 - Principals' and Supervisors' Survey, Teachers' Survey

The Principals' and Supervisors' Survey shows that 90% of them were very satisfied with the program, and 94% of them felt it should be continued. Their ratings of the associate teachers of French reflect an overall high level of acceptance. The Louisiana teachers felt highly satisfied with the program (86%). They feel it should be continued (90%), that the children are interested in learning French (87%), and that the program improves the overall quality of education in their classrooms (78%).

Objective No. 8 - Parents' Survey

The parental survey shows an enormous amount of support for the program. This survey reflects a strong desire for their children to learn French (97%) and a feeling that communication skills in French will increase their children's career options (75%).

Objective No. 9 - Onsite Visits

General schools were visited by the evaluators; classes observed; teachers, principals and French teachers were interviewed. In general, the evaluators found the classes proceeding according to accepted practices

with French Associate Teachers using creativity and originality in motivating pupils' participation. The French instruction was more uniform in content and methodology and was of a higher quality than that observed in the previous year. The evaluators observed a wide assortment of teacher-developed materials as well as adequate commercial instructional materials. Teachers' materials allowance of $50.00 each appears well spent. Teacher's variable seems to be the most important factor in the program. The Associate Teachers of French are the program in the eyes of the parents, pupils, regular classroom teachers and, to a great extent, the school administrators, while the French Associate Teachers interviewed generally possessed the technical competence and sensitivity necessary to effectively perform their duties; more stringent selection criteria should be used to screen these associate teachers for the future of the program. This would eliminate poorly qualified personnel with limited experience at the elementary level and those who find it difficult to adapt to the rigors imposed by living in small American rural areas. More field supervision would undoubtedly assist in guaranteeing smoother and more efficient attainment of the educational goals of the program.

To summarize, it can be stated that while the program still exhibits "growing pains," it has functioned at a much higher level of efficiency than in the previous year and its administrators successfully solved many of the problems that existed during the first year of operation. The increased level of effectiveness and the achievement of the expected performance and operational objectives is a credit to all who have been involved in implementing the CODOFIL French Program throughout the state.

GENERAL PROGRAM DEMOGRAPHIC STATISTICS

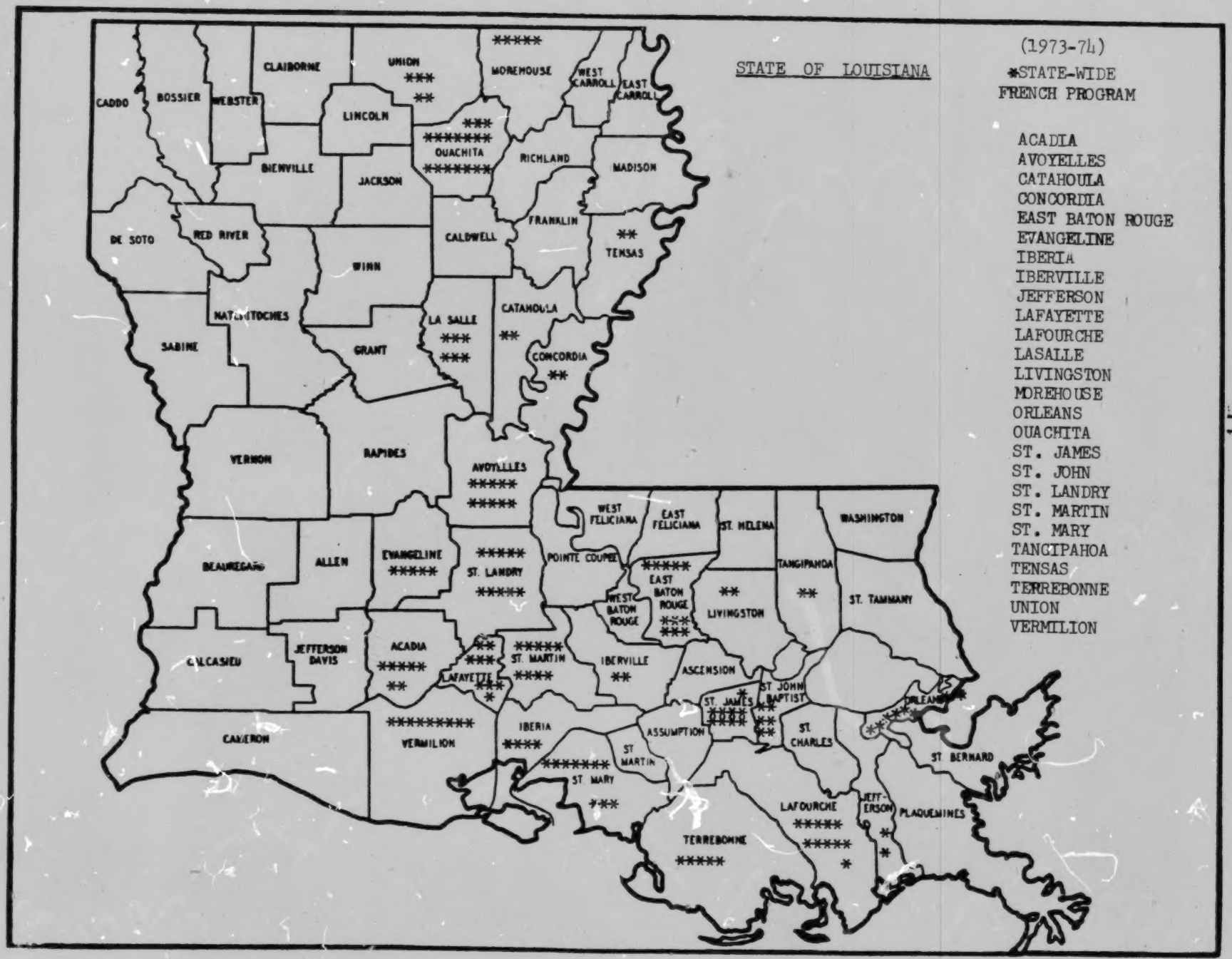
1973	1972	
26	2[illegible]	Parishes
137	95	Schools
10	6	Kindergarten Classrooms
382	323	First Grade Classrooms
354	171	Second Grade Classrooms
236	41	Third Grade Classrooms
66	4	Fourth Grade Classrooms
20	-	Fifth Grade Classrooms
12	-	Sixth Grade Classrooms
1,080	545	Classrooms in Program
29,000	16,000	Pupils (approximate)
170	100	French Teaching Assistants
6	7	French Educational Consultants
979	-	Parents Enrolled In French Classes
100	-	Louisiana Teachers Enrolled In Special In-service training Program.

REGIONS	PARISHES
North	Morehouse, Union, Ouachita, LaSalle, Tensas, Catahoula, Concordia.
South	Avoyelles, Evangeline, St. Landry, Acadia, Lafayette, St. Martin, Vermilion, Iberia, St. Mary, East Baton Rouge, Livingston, St. James, St. John, Lafourche, Terrebonne, Orleans, Jefferson, LaSalle, Tangipahoa.

Elementary Enrollment in the 26 Parishes in the CODOFIL French Program

PARISH	Number of students in public elementary schools	Number of students in non-public elementary schools	Total number of students in elementary schools	Number of students in CODOFIL French Program	Number of students in federally funded bilingual programs	Number of students in other programs not connected with CODOFIL	Percentage of public elementary students in the Codofil French Program	Percentage of elementary students receiving French instruction in the parish
Acadia	5,716	1,274	6,990	1,117		80	19,55%	17,13%
Avoyelles	4,412	832	5,244	1,562			35,40%	29,78%
Catahoula	1,452		1,452	357			24,59%	24,59%
Concordia	2,695	261	2,956	453			16,80%	15,32%
East Baton Rouge	30,895	11,236	42,231	1,531		600	4,96%	5,05%
Evangeline	4,674	1,162	5,836	643	1,197		13,76%	31,52%
Iberia	8,531	1,071	9,602	802	2,101		9,41%	30,23%
Iberville	3,889	657	4,546	419			10,78%	9,22%
Jefferson	28,545	18,818	47,363	357			1,25%	0,75%
Lafayette	13,849	2,215	16,064	3,122	6,770	600	22,55%	65,31%
Lafourche	9,866	1,389	11,255	2,761			28 %	24,54%
LaSalle	1,702		1,702	821			48,24%	48,24%
Livingston	5,707		5,707	430			7,54%	7,54%
Morehouse	3,660	520	4,180	1,080			29,51%	25,84%
Orleans	54,623	28,695	83,318	1,564		2,400	2,87%	4,76%
Ouachita	6,325	1,714	8,119	2,537			40,12%	31.25%
St James	2,384	407	2,791	1,155			48,45%	41,39%
St John	2,859	1,176	4,035	811			28,37%	20,10%
St Landry	13,849	2,215	16,064	1,802	1,018	600	13,02%	22,38%
St Mary	8,250	1,227	9,477	1,270			15,64%	13,62%
St Martin	4,664	466	5,130	1,253	390		26,87%	32,02%
Tangipahoa	7,411	1,755	9,166	320			4,32%	3,50%
Tensas	1,026	157	1,183	284			27,69%	24,01%
Terrebonne	11,298	1,262	12,560	511			4,53%	4,07%
Union	2,067	107	2,174	756			36,58%	34,78%
Vermilion	4,819	634	5,453	1,190			24,70%	21,83%
TOTAL	245,168	79,250	324,598	28,928	11,476	4,280*	11.80%	13,77%

*ESTIMATE



(1973-74)

*STATE-WIDE FRENCH PROGRAM

ACADIA
AVOYELLES
CATAHOULA
CONCORDIA
EAST BATON ROUGE
EVANGELINE
IBERIA
IBERVILLE
JEFFERSON
LAFAYETTE
LAFOURCHE
LASALLE
LIVINGSTON
MOREHOUSE
ORLEANS
OUACHITA
ST. JAMES
ST. JOHN
ST. LANDRY
ST. MARTIN
ST. MARY
TANGIPAHOA
TENSAS
TERREBONNE
UNION
VERMILION

TEST OF FRENCH LISTENING COMPREHENSION AND GLOBAL UNDERSTANDING

The Test of French Listening Comprehension and Global Understanding was developed in-house by the staff of the State Department of Education's Foreign Language Section with the assistance of the French Educational Consultants. The test was developed during the 1972-73 academic year and it had been used during the year to assess French listening comprehension and global understanding gains made during that year by the pupils in the program.

During the present academic year, 1973-74, the test was pre- and post-administered to all "new" students in the program. The students who had already had one year of French instruction have been tested with the "Frère Jacques" test, a newly developed test which will be reported on in another section of this report.

The Test of French Listening Comprehension consists of four parts or subtests. Section I consists of Verbal Meaning. Section II consists of Number Facility. Section III consists of Color Recognition. Section IV consists of Telling Time. The tests are supplied with teachers' handbooks both in English and in French, scoring instructions and a tabulation sheet for each classroom.

The French Associate Teachers were responsible for administering the tests, scoring and tabulating them. The test scores were grouped in three subgroups consisting of : Section I; Sections II, III and IV; and Total.

The logistics and physical work involved in the printing, distribution and data collection of the many thousands of tests involved (29,000) presented a staggering challenge to the relatively small sized staff of the Foreign Language Section of the State Department of Education. However, they managed to process all those tests plus the 30,000 Frère Jacques

tests needed to pre- and posttest each child in the program. Testing was conducted within the pre-established timelines and the data received was of good quality, with relatively few errors. Of the 26 parishes involved, only two failed to send back their results. All data received was tabulated and condensed by grade and all analyses were conducted by using parishes' (counties) score averages as the unit of input (datum).

All data is presented by grade and the tested hypothesis was that "students in the experimental program will demonstrate significant gains from pre-to posttest on the French Test of Listening Comprehension and Global Understanding".

Tables 01 and 02 present statistics relevant to this hypothesis. Multiple one-tailed t-tests were performed to see if pre-to posttest changes were statistically significant. Positive and statistically significant differences were found in all grades and in all sections of the test at the .001 level of confidence.*

The difference between pretest and posttest scores is so large that it can be safely concluded that gains in French accomplished by students are also educationally significant. Children in both grade levels have made similar gains (first grade 14.13 points; second grade 13.05 points) even if first graders seem to have made slightly larger gains in the first year of instruction. From this fact the conclusion can be drawn that "first graders benefit as much as second graders from French instruction," contrary to the often expressed opinion by both parents and teachers that first graders are too young to benefit from French instruction. One should also note that this year gains are almost twice as large as last year, which tends to

*The probability that these results could have happened by chance is less than one in a thousand. That chance has affected results is most unlikely. Educationally, P .05 is accepted as a research standard.

indicate that more teaching took place this year than last. Very probably this increased teaching took place because one or more of these possible things have happened: a) some of the French teachers were in their second year of instruction, b) the orientation for the newly arrived French teachers was superior to the previous year, c) the bilingual specialists provided extensive in-service and on-site supervision, d) a unified and standardized program existed at the beginning of the year and it contained specific objectives toward which the teachers could work, e) the selection of French Associate Teachers was superior to last year due to more stringent qualification criteria, and f) fewer cultural and logistical* disruptive crises have occurred due to better planning. The program teaching function was generally very good to excellent and better than in the previous academic year.

*(Housing, transportation, finances, insurance, administrative responsibilities, etc.)

TABLE 01

TEST OF FRENCH LISTENING COMPREHENSION
AND GLOBAL UNDERSTANDING

GRADE I

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
SECTION I	10.50	17.55	1.84	2.78	21	10.52	.001
SECTION II	3.94	10.54	1.40	1.54	21	13.15	.001
COMPOSITE	14.44	28.09	2.97	4.54	21	11.50	.001

df : N-1 (degrees of freedom)
N : Number of scores

TABLE 02

TEST OF FRENCH LISTENING COMPREHENSION
AND GLOBAL UNDERSTANDING

GRADE II

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
SECTION I	11.04	17.38	2.59	3.68	9	8.35	.001
SECTION II	5.89	12.59	1.71	3.42	9	5.70	.001
COMPOSITE	16.93	29.97	4.12	6.16	9	7.75	.001

df : N-1 (degrees of freedom)
N : Number of scores

FRERE JACQUES TEST

The Louisiana State Department of Education staff, in cooperation with the Conseiller Pédagogique of France and the evaluators, has developed a new test of French comprehension called the Frère Jacques Test. The test is intended for children who already have had one year of French or are enrolled in the third grade or higher and are being instructed with the Frère Jacques Method.*

This year 553 sections (classrooms) have been tested with the Frère Jacques test. The following table illustrates the distribution of the test by grade level.

GRADES	II	III	IV	V	VI
CLASSROOMS	253	238	70	26	16

The test is designed so that it can be group-administered and makes extensive use of pictorial material appropriate to the age level of the testees. The testing kits consist of 35 test booklets, French and English instructions, and a score sheet where prettest and posttest scores can be recorded. The test is designed with 50 possible points and it covers the 20 lessons that constitute the Frère Jacques instructional course.

Pre-and posttesting took place without undue problems in spite of the physical size of the task. Most data results were sent in by the official deadline and were duly incorporated into this report. All data have been processed by grade level and a datum consisted of the mean average score of a grade level within a parish.

*The method was developed in France to instruct pupils in French as a second language and it is not accompanied by testing instruments.

The mean scores achieved by all children are not as high as they could possibly be due to the late arrival of instructional Frère Jacques materials.* The French Associate Teachers had to "improvise" during the first three months of the year and by the year's end they had covered between 6 to 13 lessons of the Méthode.

A normal consequence to the late distribution of the Frère Jacques Méthode was the late pretest,** (December 1973) which tended to depress the relative gains made by the students throughout the State.

The tables that followed are presented by grade level and are pertinent to the Linguistic, Math and Composite scores analysis. Multiple one-tailed t-tests were performed to ascertain if differences between pretest and posttest means were statistically significant.

All differences between pretest and posttest means were positive at all grade levels. In the second, third, fourth, and fifth grade levels these differences are significant at the P .025 or P .001 level of confidence for all subtests and composite scores, the only exception being the math subtest scores in the fifth grade.

Sixth grade scores are not presented because they not only came from a few parishes (2) but had some obvious scoring mistakes.

*The Méthode Frère Jacques arrived from France in November 1973.

**By increasing the pretest score level and by shortening the instructional interval between pretest and posttest.

TABLE 01

FRERE JACQUES TEST

GRADE II

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
LANGUAGE	19.26	23.73	3.48	5.06	16	4.96	.001
MATH	6.05	7.58	0.89	1.28	16	5.51	.001
COMPOSITE	25.31	31.31	4.33	5.42	16	6.76	.001

df = N-1 (degrees of freedom)
N = Number of scores

TABLE 02

FRERE JACQUES TEST

GRADE III

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
LANGUAGE	17.91	22.19	3.35	4.19	18	6.92	.001
MATH	6.00	7.40	1.22	1.94	18	3.95	.001
COMPOSITE	23.91	29.59	4.20	4.81	18	6.96	.001

TABLE 03

FRERE JACQUES TEST

GRADE IV

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
LANGUAGE	18.39	22.33	3.60	3.82	10	5.01	.001
MATH	6.13	6.86	.98	1.04	10	2.47	.025
COMPOSITE	24.52	29.19	4.45	4.70	10	2.65	.025

df = N-1 (degrees of freedom)
N = Number of scores

TABLE 04

FRERE JACQUES TEST

GRADE V

	MEAN		S.D.				
	pre	post	pre	post	df	t	P
LANGUAGE	19.56	26.42	4.17	4.40	4	3.36	.025
MATH	6.25	7.24	.89	1.53	4	1.59	N.S.
COMPOSITE	25.81	33.66	5.83	4.82	4	3.32	.025

METROPOLITAN ACHIEVEMENT TEST

The Metropolitan Achievement Test is a test designed to measure student achievement in the promotional subject areas of Reading and Mathematics. It has been nationally standardized and normed and enjoys wide acclaim for its content validity and reliability.

The evaluators were concerned with the possibility that during the first year of the program, the addition of French instruction in the classroom might reduce the level of pupil achievement in the areas of Reading and Mathematics. This concern was shared among parents and educators and with reason, since about 20% of the instructional time in the target schools was to be spent in French instruction. It was expected that a significant decline in achievement levels would be experienced by children in the program. To ascertain this as a fact, a randomly selected group of children participating in the program were pre- and posttested and a control group of children, not in the program, were selected randomly for the same pre- and posttesting. A null hypothesis of no significant difference expected was tested using a two-dimensional factorial analysis of variance. No significant differences were found between the experimental and control* groups. (Both groups were composed of second grade pupils.)

The belief that 20% of the instructional time could be diverted to French instruction with no harmful effect was vindicated and this led to the formulation of an objective where "second language instruc-

---

*For further details see "State Wide CODOFIL Program of French Instruction at the Primary Level." Report 1973 by Ghini & Associates

tion makes a measurable contribution in overall achievement in the promotional subjects of Language Arts, Reading and Math."

For the 1973-1974 year, it was decided to test first, second, third and fourth graders. The experimental group consisted of a minimum of two randomly selected classrooms from each parish at each grade level. Due to the fact that not all parishes had the program in the fourth grade, there were only thirteen parishes providing fourth graders for testing. Table 01 shows the pertinent statistics regarding sample size and test type selected. Only 21 of the 26 parishes involved sent in their test data on time and in usable form. Whenever data were obviously miscalculated they were excluded from the study. Any classroom for which only pretests or posttests existed was also eliminated.

The mean average for a parish at a given grade level in a subject area was used as a datum. All analyses are made for Total Reading and Total Math at each grade level. Tables 02 through 017 contain pertinent statistics of these analyses. A single fixed factor analysis of covariance was used to process the data.

Each Table of Raw Score Means, Adjusted Means and Standard Deviation for a specific test subject area (Total Math or Total Reading) is followed by an analysis of covariance, testing the null hypothesis. Wherever the F - Ratio fails to reach significance, an NS is written beside it.

The scores of third graders in nine parishes show regression. Further investigation will be made of this fact, but it points toward a definite need for training in test administration and scoring.

A summary of the findings follows:

GRADE 1

Total Reading: Posttest scores do not reach statistical significance.

Total Math: Posttest scores do not reach statistical significance.

GRADE 2

Total Reading: Posttest scores are statistically significant at the P .05 level of confidence favoring Control group.

Total Math: Posttest scores are not statistically significant.

GRADE 3

Total Reading: Posttest scores do not reach statistical significance.

Total Math: Posttest scores do not reach statistical significance.

GRADE 4

Total Reading: Posttest scores do not reach statistical significance.

Total Math: Posttest scores do not reach statistical significance.

The analysis of posttest scores fails to reject the null hypothesis. No significant difference is found between Control and Experimental groups. The second grade statistical difference found in Math can be ascribed to chance as it is not supported by other grade level findings and it is contrary to previous-year findings. Contribution in Math or Reading as measured by the Metropolitan Achievement Test is not proven. Conversely, lack of harmful effects in Math and Reading achievement in grade levels 1-4 is affirmed.

TABLE 01

EVALUATION: METROPOLITAN SERIES TEST

TESTING DATE: Prettest week of September 17, 1973
Posttest week of April 10, 1974

INSTRUMENT: Metropolitan Reading Readiness and Achievement Test

POPULATION: Exp. A New Students in Program
Exp. B Veterans (children who had participated in the program last year)

SAMPLE SIZE:	EXPERIMENTAL	CONTROL
Grade 1	52 Classrooms	26 Classrooms
Grade 2	52 Classrooms	26 Classrooms
Grade 3	52 Classrooms	26 Classrooms
Grade 4	26 Classrooms	13 Classrooms

TESTS USED:	PRE	POST
Grade 1	Reading Readiness	Primary Battery I-F
Grade 2	Primary Battery I-F	Primary Battery I-G
Grade 3	Primary Battery II-F	Primary Battery II-G
Grade 4	Primary Battery III-F	Primary Battery III-G

TABLE 02

Grade 1

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	21	41.59	40.95	11.30
Control	11	32.31	33.52	6.70

TABLE 03

Grade 1

Analysis of Covariance on Total Reading
Experimental versus Control

Source	DF	Mean Square	F
Between	1	360.20	3.768 NS
Within	29	95.57	
Total	30		

TABLE 04

Grade 1

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	21	34.43	33.68	8.42
Control	11	31.43	32.88	6.38

TABLE 05

Grade 1

Analysis of Covariance on Total Math
Experimental versus Control

Source	DF	Mean Square	F
Between	1	4.15	0.080 NS
Within	29	51.47	
Total	30		

TABLE 06

Grade 2

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	19	57.79	56.24	9.40
Control	10	58.97	61.92	10.27

TABLE 07

Grade 2

Analysis of Covariance on Total Reading
Experimental versus Control

Source	DF	Mean Square	F
Between	1	195.66	5.569 P < .05
Within	26	35.09	
Total	27		

TABLE 08

Grade 2

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	19	48.56	47.48	5.37
Control	10	45.06	47.08	7.74

TABLE 09

Grade 2

Analysis of Covariance on Total Math
Experimental versus Control

Source	DF	Mean Square	F
Between	1	0.98	0.092 N.S.
Within	26	10.64	
Total	27		

TABLE 10

Grade 3

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	19	59.05	58.22	13.18
Control	11	59.85	61.28	11.93

TABLE 11

Grade 3

Analysis of Covariance on Total Reading
Experimental versus Control

Source	DF	Mean Square	F
Between	1	63.44	0.555 N.S.
Within	27	114.64	
Total	28		

TABLE 12

Grade 3

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	18	72.83	72.35	10.83
Control	11	77.31	78.10	8.07

TABLE 13

Grade 3

Analysis of Covariance on Total Math
Experimental versus Control

Source	DF	Mean Square	F
Between	1	223.14	3.242 N.S.
Within	26	68.82	
Total	27		

TABLE 14

Grade 4

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	11	61.09	58.96	12.71
Control	7	53.41	56.77	6.63

TABLE 15

Grade 4

Analysis of Covariance on Total Reading
Experimental versus Control

Source	DF	Mean Square	F
Between	1	18.30	0.349 N.S.
Within	15	52.43	
Total	16		

TABLE 16

Grade 4

Raw Score Means, Adjusted Means and Standard Deviation

	N	M	M!	SD
Experimental	11	69.78	66.82	13.08
Control	7	65.02	69.66	6.85

TABLE 17

Grade 4

Analysis of Covariance on Total Math
Experimental versus Control

Source	DF	Mean Square	F
Between	1	29.59	0.849 N.S.
Within	15	36.84	
Total	16		

PRINCIPALS' AND SUPERVISORS' SURVEY

For the second year's evaluation of the program, a survey similar to the one used in the first year was sent to all principals and supervisors. Different surveys were sent to the schools in the CODOFIL French Communication Skills Through French as a Second Language Program and schools in the CODOFIL French Program. For the former, a work attitude questionnaire was added.

The questionnaires were of an anonymous response type and encouraged openness and frankness in their response. Of the 139 mailed out, 96 were received in usable condition (19 had to be discarded due to late arrival or because the Teachers' Survey was used). The response is considered to be amazingly high! Such a large response (82.7%) is a clear indication of the very high level of interest in the program and the great personal responsibility principals show toward the activities that take place in their schools.

Table 01 summarizes the responses of the principals and supervisors in 1974. In an effort to provide a longitudinal evaluation, Appendix E presents last year's tabulated responses. In the body of the present report, no allusions to the 1973-1974 responses will be made unless the difference is larger than plus or minus 3%. Changes within these limits can easily be due to chance and, therefore, do not indicate any basic shifts unless positive or negative changes are consistent in all responses.

When asked how satisfied they were with the program in their schools, 89.6% gave a positive response. This response, wherein almost 90% of the principals reporting indicated they were either "very satisfied" or "somewhat satisfied," is a rare contribution to the wholesale statewide accept-

ance of this program and reflects positively on the many people involved, especially the French and Quebec Associate Teachers. 8.3% were "somewhat dissatisfied," and only 2.1% were "strongly dissatisfied."

While the "somewhat dissatisfied" group has expanded a little, the group of "very dissatisfied" has actually shrunk. The fast expansion and growth of the program may easily account for these changes.

When comments were elicited, the respondents expressed their feelings as follows:

"A wonderful program. Our students are making progress."

"Teaching and teaching aids are of the highest quality."

"It has proven successful."

"We have a remarkable teacher this year; he makes our program."

"We are very happy with our teacher. He is doing an excellent job. We have French as a daily schedule subject."

"This year is the best one we ever had."

"I think the program is great."

"It will work as long as we have teachers from France."

"This is our first year and we have been very pleased."

Criticisms most often voiced dealt primarily with the French instruction competing with skills training such as Math and Reading (as last year) and with the ability of the French or Quebec Associate Teachers both as instructors and in their social relations in the schools. A few complaints were directed to a lack of materials, poor attendance of teachers and poor planning in setting up the scheduled in-service meetings which caused the same classes to miss French instruction. Also, some first year French or Quebec Associate Teachers were more qualified than second year teachers, and vice versa. This lack of consistency in the individual's ability to teach affected the respondents' satisfaction with the program. Only very

moderate feelings of xenophobia were expressed, which is a great credit to the principals' and supervisors' overall acceptance of the "foreign" teachers.

"Absenteeism has been too great."

"Meetings have been planned at the same time of day causing the same classes to miss their French lessons."

"One hour of instruction for third and fourth level students is too long. One half-hour of instruction would be sufficient."

"Classes in grades 1-2-3 should have a time limit of 30 minutes in lieu of 60 minutes."

"There still is a lack of teaching materials."

"I am satisfied with the idea, but there has been some difficulty of scheduling and some doubt about the end results."

"Too much repetition; no organization in regard to curriculum; instructors are not qualified in areas of education which are necessary to teach."

"French teacher does not understand American children; he expects them to be silent and still and gets very upset when they are not."

"A job well done but how important in comparison to other subjects or languages?"

"Funds should be used to certify native teachers who know how to teach and who understand our students; this would give the program more stability."

This year, no one complained about the program's beginning in the first grade. The complaints about materials were very few, as were complaints regarding lack of teacher's preparation.

Regarding next year's plans, 93.8% would like the program to either expand or continue. Such a large positive response is probably one of the greatest strengths of the program. In educational circles it is an accepted axiom that only those programs which enjoy the principal's support will succeed in a school!

Principals would either like to see the program expand to grow with the students, or else have it in all grades in the future. (Both vertical and horizontal expansion).

"A good program that we would like to see maintained and expanded in our school."

"Only one class of 3rd graders are involved this year. Perhaps all could be involved next year."

"A few of my parents asked me to expand the program if possible."

"I think there is a need to follow through in the 3rd and 4th grades."

Criticisms and complaints centered around the individual teachers.

"Assign a good French teacher."

"I was not satisfied with the teacher. She was temperamental, unfriendly, obstinate and very prejudiced."

On the whole, principals have been able to alter their school schedules and can utilize the French instruction without upsetting their normal instructional programs. Only one complaint was received about upsetting internal scheduling and only one principal felt that other subjects should not be sacrificed for French instruction.

The third question dealt with the supervision received by the French Associate Teachers from the French Educational Consultants. Up to 75% of the respondents considered it "good" or "excellent." A sizeable

25% felt it was either "fair" or "poor". The complaints most often voiced were:

"Supervisor came twice, but teacher did not improve much."

"Visits were very scarce."

"No supervision received."

" ? ? "

"Should be on a more regular basis, having consultations with principal and regular classroom teachers included."

"Very few visits of short duration with very limited contact with principals and coordinator."

The view regarding the infrequency of field supervision is also shared by the principals in their assessment of the Louisiana Bilingual Specialists of the State Department of Education. Their field work is rated "excellent" or "good" by 75% of the respondents. The complaints received are oriented toward the "quantity" of supervision and not toward its "quality."

"I have never met him."

"Capable person, but did not come often enough."

"One visit only."

"Only one visit, not much accomplished."

"None in this school this year. The teachers may have seen one of them at their district meetings."

"Very good, very helpful, detailed, needed and appreciated."

Essentially, discontent with supervisors, both French and American, is **not** centered on a lack of professional ability but on the simple fact that they could not meet the need. Two American supervisors were responsible for 1080 classes in 139 schools. Demand far outweighs the supply!

The principals, as their most immediate administrative supervisors, were also requested to rate the French Associate Teachers. It is believed that their ratings, being anonymous, should represent as fair and true an assessment of their capabilities as possible. All precautions were taken to insure that the individuals evaluated would remain anonymous. The principals' tabulated responses represent a population of 132 French teachers. Table 01 provides a summary of their responses.

Considering the many limitations under which the French teachers have operated in a foreign environment, their ratings can be generally considered excellent. (See Appendix C for the comparison from last year.) According to the principals, the major weakness is in class control. This is a problem which could be remedied to a great extent if the regular classroom teacher participated more in the instruction of French or at least remained in the room during the French lesson, as specified in the program guidelines.

The principals who had been with the program for two years were asked if the overall quality of the program during the second year had improved or deteriorated from the first year. A solid 70% stated that it had improved and only 12.7% felt it had deteriorated. The rest felt it had remained the same. This response is further substantiated by the evaluators' on-site visits and personal interviews conducted with school principals.

Some of the supervisors' and principals' comments are as follows:

"In the second year, there are different teachers, teachers who are more likeable, neater and with a little more ambition."

"Our teacher last year was much more effective."

"The teacher was not very dependable, frequently late and absent."

"At first it was a problem to get the school schedule arranged to accomodate the program. The teachers had to make adjustments to the system. The following year these problems didn't exist. Because of the exceptional ability of teachers, public relations was no problem."

"More punctual teacher this year than previously."

"Learning kits have helped, plus good supervision by State Department of Education."

"Program seems to have been a motivating force in creating interest in other areas."

"Community is accepting it better."

"Had a good teacher last year and a poor one this year; pupils regressed."

"This program in my school has been above average in every way due to the excellent teacher I have had. My only hope is that it will continue and I get as good teachers."

"This program must not be discontinued, but expanded."

A principal listed four reasons why the program was better:

1. More qualified teacher this year.
2. I provided him with a special classroom to teach French.
3. Very cooperative teacher.
4. Teacher received $50 for supplies and extra materials.

Some cultural clashes also took place.

"The only thing about our French teacher that is negative is that he constantly related that the people here were unfriendly and that

he didn't like it here so much that it was getting my 'goat.' He did not seem to know how to care for his automobile. The expenses on it were large and he always complained about being broke and not having enough money for food. I feel that he did not know how to economize."

The principals were also asked to bring to the attention of the evaluators any other facts which may have a bearing on program improvements. Their suggestions or complaints were relatively few and but for a better selection of French teachers they do not have any particular area in common. The remarks are scattered as illustrated below:

"We need to provide for the children who come from out of state and have no foundation in French on which to build."

"In-service training regarding planning."

"I feel that more activities on the school grounds and less formal instruction in the classroom would be to the interest of the children."

"Teaching French to first graders is impractical."

"The testing program is poorly planned and does not provide for all the positive results obtained."

"Teacher is teaching too many students."

"Those hired seem to be 'good time Charlies' not interested in teaching."

"One hour per day is too much time."

"Program has brought about a closer relationship and understanding between English speaking students and those who spoke French before the program started."

TABLE 01

PRINCIPALS' AND SUPERVISORS' SURVEY

I. Evaluation of the Program

A. How satisfied are you with the French Instruction Program operating in your school?

Very Satisfied	61.5%
Somewhat Satisfied	28.1
Somewhat Dissatisfied	8.3
Very Dissatisfied	2.1

If you wish, comment on your response (see text)

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

Be continued and expanded if possible	65.7%
Remain the same size as it is this year	28.1
Be reduced in size	1.0
Be eliminated from your school	4.2
N.A.	1.0

If you wish, comment on your response (see text)

C. How would you rate the supervision received by the French Associate Teachers from the French Educational Consultants?

Excellent	32.3%
Good	42.7
Fair	17.7
Poor	7.3

If you wish, comment on your response (see text)

* Respondents 96

D. How would you rate the supervision received by the French Associate Teachers from the American Bilingual Specialists of the State Department of Education?

Excellent	21.8%
Good	41.7
Fair	14.6
Poor	15.6
N.A.	6.3

If you wish, comment on your answer (see text)

II. A. Please note any other facts about the CODOFIL French Program in your school which should be brought to the evaluator's attention at this time.
(see text)

B. For principals and supervisors who have had the program in their school two years:*
In general, has the overall quality of the program during its second year:

Improved	69.8%
Remained the same	17.5%
Deteriorated	12.7%

TABLE 01

ASSESSMENT OF FRENCH TEACHING ASSISTANTS

A. Rapport with students in his/her class.

EXCELLENT	GOOD	FAIR	POOR
40.4%	42.0%	14.7%	2.9%

B. His/her relationship with administrative personnel.

52.2%	28.7%	12.5%	6.6%

C. His/her knowledge of the subjects taught.

72.8%	22.1%	2.9%	2.2%

D. His/her ability to relate to fellow teachers.

39.7%	32.3%	23.5%	4.4%

E. His/her preparation and organization of teaching materials and lessons.

54.4%	29.4%	11.0%	5.1%

F. His/her class control.

33.2%	32.3%	21.3%	13.2%

* Of the 96 respondents, 63 had had the Program in their schools for two years.

TEACHERS' SURVEY

All teachers participating in the program were sent an attitudinal and awareness questionnaire at the end of the 1973-1974 academic year. The purpose of this survey was to ascertain the attitudes of the teachers toward the CODOFIL French Program in the Elementary Schools.

The questionnaire, of anonymous response type, sought to elicit honest and forthright responses. This year's questionnaire was very similar to that of last year in order to provide some longitudinal perspective, but it also queried into new areas.

Questions regarding the program's objectives, personal involvement, satisfaction, support and pedagogical value were included. In addition, they were asked about their lesson plans (with respect to French instruction) and for any suggestions or comments they cared to make.

To facilitate comparison with last year's results, the original tabulated responses are reproduced in Appendix D.

Of the total teacher population of 1080, 662 (61.3%) responded. This is an excellent response and compares with last year's 64.2% return.

The responses of 417 teachers were tabulated. This represented 63% of the total received. The remainder of the surveys arrived too late to be included in the tabulation and final analysis.

Tabulations were made along geographic lines (North and South) and by totals. Last year's tabulation was made by grade level taught and by total. The total for both years' tabulations can be easily and validly compared. The breakdown of responses by area allows greater insight into the perspective of the respondents, and their opinions can be equated to their experimental framework.

The tabulation of responses, Table 01, is self-explanatory and will not be interpreted in detail. A few highlights will be noted. Some comments of the teachers will be quoted, either because they represent general opinions and feelings, or because they provide singular insights. Differences from last year's responses within plus or minus two percentage points should be considered as no change unless they are part of an overall pattern.

The level of indiviudal involvement and of satisfaction with the program has remained astonishingly high and almost identical to last year (1973: 86.55%, 1974: 86.0%). These represent answers of "very satisfied" and "somewhat satisfied" combined. Almost as many teachers this year as last, 63%, want to see the program expanded, a very high percentage considering that saturation has been achieved in many schools. The percentage of teachers believing that both English and French background children benefit from the Program has risen from 13.4% a year ago to 26.0% this year. Question No. 8, "Who do you think benefits the most from the French program?" is a trick question and the only two possible responses in the survey are Francophone children or Anglophone children. The answer "both" does not exist, but in tabulation of the responses, special care was exercised to record the number of teachers who felt compelled to tell their viewpoints regardless of the questionnaire's construction. This increase in a non-elicited response is revealing and meaningful as an indication of achievement of one of the program's main objectives: that it should benefit all students.

The percentage of persons who felt the children in the classroom were interested in learning French and that the program improves the overall quality of education in their classroom, has remained at the same high level met last year.

88% of the teachers felt that they could learn French the way it is being taught in their class, up from 81% last year. The percentage of teachers who would like to participate in an in-service program so that they could teach French as a second language is a very high-42.6%. 15.7% of the respondents are actually participating in such an in-service program.

The French Associate Teachers enjoy a good reputation among their American counterparts, especially in the Northern area. At least half reported the French teachers to be "excellent" with only 6.4% thinking they were "poor." This year's comments generally reveal greater satisfaction and acceptance of the French instructors. This may be attributable to better selection, orientation, in-service training and supervision.

Many of the American teachers knew what to expect when the new French teachers were assigned to their schools and classrooms this year. This has reduced the internal conflicts caused by (feelings of) "territorial invasion." The main complaints offered by American teachers concentrated on lack of classroom control exhibited by the French teachers. This complaint is most often voiced by those who make it a practice to leave their classrooms during the French instruction period. Those teachers who stay do not make the same complaint; they seem quite satisfied and many state that they are learning French themselves.

"Very satisfied, because it gives the children and myself a pleasant learning experience."

Other complaints center around poorly prepared lessons presented by some of the French teachers. The third major complaint is absenteeism for personal reasons or in order to attend special meetings called by their French or American supervisors.

A few classroom teachers complain about the methodology which they feel is not appropriate for such young children. To offset these, however, were the many who were ecstatic over their French colleagues.

"She has an excellent relationship with the administrative personnel and shows ability to relate to fellow teachers - I only wish she could return. She is very good with the students and has a very good knowledge of subject matter."

"The way she teaches French, anyone could learn it. I am proud of her."

"The children enjoy the program and adore the teacher."

"She has a pleasing personality and has been accepted by the faculty. I feel the CODOFIL Program has been successful and would like to see it continued in our parish."

The evaluators have been convinced that it is the individual qualities of the French Associate Teachers that "make or break" the program. The French Associate Teachers, perhaps unjustifiably, are expected to be top-notch, not only as teachers but as individuals. If they fail to show amiability, as it is understood where they teach, or cooperativeness or complete dedication to their work, the program is considered to be less than ideal. In the eyes of most classroom teachers, the program <u>is</u> the French Associate Teacher, a position that might not be justified, but which in fact may have a lot of validity with respect to end results, the program's acceptance and support.

Selection, orientation and training are, therefore, activities that deserve maximum priority at the Louisiana State Department of Education and CODOFIL levels.

TABLE 01

CODOFIL French Program in the Elementary Schools

TEACHER SURVEY

Tabulation by Geographic Area

	Northern Area	Southern Area	Total
	168 : 100%	249 : 100%	417 : 100%
1. Is this your first or second year in the French Program?			
First	73.8%	60.0%	64.7%
Second	26.2	40.0	35.3
2. Which of the following goals do you think is the most crucial to the success of the CODOFIL FRENCH PROGRAM? Please check one answer only.			
To develop pride in language and culture and thereby enhance child's self-image.	59.5%	38.8%	45.8%
To produce a child who is fluent in English and to improve his cultural appreciation of French.	16.7	13.3	14.5
To produce a child with bilingual skills that will enhance his employability.	9.5	13.3	12.0
To enhance pride in the French-speaking parents, where it does not presently exist, by seeing their children's success in the use of better French and better English.	1.2	19.4	13.3
To raise the level of achievement of all students in the Program.	13.1	15.2	14.4

	Northern Area	Southern Area	Total
3. Are you satisfied with your degree of involvement and participation in the Program?			
Very satisfied	42.8%	37.0%	38.9%
Satisfied	31.0	29.6	30.1
Fairly satisfied	9.5	15.8	13.7
Not satisfied	2.4	10.3	7.7
Not involved	14.3	7.3	9.6

Please comment_____

4. Have you ever been invited to planning meetings relevant to the Program?			
Yes	1.2%	9.1%	6.4%
No	98.8	90.9	93.6
5. How many planning meetings have you attended?			
Several	1.2%	3.6%	2.8
One	1.2	3.0	2.4
None	97.6	93.4	94.8
6. How satisfied are you with the CODOFIL French Program operating in your school?			
Very satisfied	67.8%	50.3%	56.3%
Somewhat satisfied	21.4	33.9	29.7
Somewhat dissatisfied	6.0	8.5	7.6
Very dissatisfied	4.8	7.3	6.4

If you wish, comment on your response_____

_____

	Northern Area	Southern Area	Total
7. If funds for this program are available for next year, which do you feel is appropriate for your school?			
Expand the program to reach more students	60.7%	64.2%	63.1%
Remain the same size as it is this year	27.4	26.1	26.5
Be reduced in size	2.4	4.2	3.6
Be eliminated from your school	9.5	5.5	6.8

If you wish, comment on your answer_____

8. Who do you think benefits the most from the French Program?			
Francophone children	19.0%	54.5%	42.0%
Anglophone children	53.6	18.8	30.5
Both	27.4	26.7	26.9
9. Are the children in your classroom interested in learning French?			
Yes	85.7%	87.9%	87.1%
No	14.3	12.1	12.9
10. Do you feel the program improves the overall quality of education in your classroom?			
Yes	77.4%	78.2%	77.9%
No	22.6	21.8	22.1
11. Does the CODOFIL French Program harm any children in your classroom?			
Yes	13.1%	8.5%	10.0%
No	86.9	91.5	90.0

12. If yes, in what way?_____

_____

	Northern Area	Southern Area	Total
13. If you did not know French, could you learn it the way it is being taught in this program?			
Yes	90.5%	87.3%	88.4%
No	9.5	12.7	11.6
14. Are you participating in an In-service Program to train you to teach French as a second language?			
Yes	6.0%	20.6%	15.7%
No	94.0	79.4	84.3
15. Would you like to participate in such a program?			
Yes	31.0%	48.5%	42.6%
No	69.0	51.5	57.4
16. How do you feel about the present French teaching schedule in your classroom?			
Excellent	32.1%	27.9%	29.3%
Good	42.9	43.6	43.4
Fair	19.0	21.8	20.9
Poor	6.0	6.7	6.4

Please explain_____

17. How do you evaluate your French teacher both as a person and as an educational colleague?			
Excellent	58.3%	43.1%	48.3%
Good	35.7	33.9	34.5
Fair	4.8	13.9	10.5
Poor	1.2	9.1	6.4

Please comment_____

18. Please feel free to make any comments regarding the French Program.

_____

PARENTS' SURVEY

An attitudinal questionnaire was sent to a randomly selected group of parents with children participating in the program. This questionnaire sought to determine the attitudes of the parents toward the program, their awareness of its existence, their interest in French and foreign language instruction, their use of French in the home, their involvement with their children's educati[illegible]nd also sought any suggestion they might care to make regarding the program.

A total of 2100 questionnaires was sent out, each accompanied by a pre-addressed, stamped envelope and a letter with instructions for filling it out and returning it to the Evaluators.

The return response was greater by far than expected (about 40%, which compares to 29% last year). Because of the large number of questionnaires involved, it was decided to tabulate three randomly selected samples. One was a group of 199 parents (see Table 01), which amply represented the 26 parishes involved in the program. This group was tabulated along geographical lines (North and South) in order for its results to be more easily compared with those of last year. Next, in order to differentiate the two main basic components of the Program, i.e. the CODOFIL French Program in the Elementary Schools* and the CODOFIL French Communication Skills Program, ** it was decided to select a second sample of 232 parents (see Table 02) of children in the CODOFIL French Program in the Elementary School and to tabulate these along the lines of the grade level of the children. Finally, in order to allow for internal

---

*Essentially the same as last year but with improvements.
**Essentially the same as the other program but it emphasizes communication skills and careers in an international context.

comparisons, a third sample group of 133 parents (see Table 03) from the COLOFIL French Communication Skills Through French as a Second Language Program was tabulated also along grade level lines.

The size of each sample was based on the proportionality that existed between the populations of the two main sub-components.

The rationale for presentation along grade level and not along geographic lines is twofold. One, the Northern population of each sub-program (French Instruction and French Communication Skills) is rather small and the possibility of error is rather large when inferential projections are made and two, parents stated in last year's survey that children in the first and second grades were too young to learn French. The tabulation by grade level was made in an effort to ascertain if there are any basic differences among the views of parents with children in different grade levels.

The tables are self-explanatory. Only a few of the highlights have been singled out for comment. It is the opinion of the evaluators that differences between sub-groups or with last year's responses of plus or minus 3 percentage points are not significant unless they are consistent throughout a survey tabulation.

Table 01 should be looked upon to provide an indication of parental attitudes toward the whole program and the other tables should be reserved to provide more detailed and specific research data. The final two pages of Table 03 present attitudes and beliefs of parents regarding the relationship between their child in school, the curriculum he will study and the world of work he will eventually enter.

In addition, a thorough effort has been made to present direct quotes which either exemplify attitudes in general or else provide inter-

esting insights into the program.

Results of last year's survey are presented in Appendix E so that the reader may make longitudinal comparisions.

The Parishes were grouped as follows:

NORTH: Union, Morehouse, LaSalle, Ouachita, Tensas, Catahoula, Concordia.

SOUTH: Avoyelles, Evangeline, Iberia, Iberville, Livingston, St. Landry, St. John the Baptist, St. Mary, St. Martin, Terrebonne, Vermilion.

CODOFIL FRENCH COMMUNICATION SKILLS PROGRAM:

Ouachita, Tensas, Catahoula, Concordia, Acadia, Lafayette, East Baton Rouge, St. James, Lafourche, Jefferson, Orleans.

Tabulation by grade level consists of two main subgroups: parents of first and second graders combined and parents of third through sixth graders combined. All questionnaires are on file at Ghini & Associates and are available for educational auditing.

The following is a list of typical parental comments:

"Please keep up the good work and try to make French available in our Louisiana schools always!"

"None of our family speaks French so we were not able to help our first grader. He was excited about learning French and liked his teacher."

"Adult classes as I have never had the opportunity to learn another language. You never read a book that doesn't have other languages in it."

"Well, I think you should continue it. . .I find my children enjoy learning it. So continue on with the French class."

"Get French teachers who can speak English as well as French. My child's French teacher spoke no English!"

"Discontinue."

"I don't think a child should be forced to take French if he hasn't any interest in it. ."

"Expansion to higher grades."

"For non-French speaking parents, some sort of written material for the child to bring home. Parents could help review and gain some instruction for themselves."

"French Program should be offered at all levels."

"I would rather my child took it in high school."

"There definitely should be French Program for adults as well as children."

"Its a lot of fun to chat with my son."

An impressively high 97% of the respondents liked the idea of their children learning French, and stated that they show "some" or a "great deal" of enthusiasm toward the French lessons. (91.5%.)

About 54% stated that their children had benefitted in other ways than subject matter learning. Sixty-nine percent of the parents feel that their children's attitude toward Louisiana's French culture has improved. Fully 41.7% indicate that they speak a language other than English, at least to a "little" degree. Three-fourths of Louisiana parents think that learning French will increase their children's career options. Sixty-seven per cent feel positively toward adult, non-compulsory, state-wide instruction in French, and 86% are positive toward state-wide instruction in French for all elementary school children.

In general, results are not very different from last year's which were already excellent. Some areas have slight improvements, while others have small regressions, but what has remained constant is the very high level of enthusiasm that the program continues to elicit from Louisiana parents, who look upon it as a vehicle to not only further their unique heritage, but to provide their children with additional skills that will render them more competitive in an already highly skilled and sophisticated job market.

TABLE 01

CODOFIL French Program in the Elementary Schools*

PARENTS' SURVEY

Tabulation by Geographic Area

	Northern Area	Southern Area	Total
1. What school does your child attend?	84 : 100%	115 : 100%	199 : 100%
2. Have you heard of the CODOFIL French Program?			
Yes	57.1%	67.0%	62.8%
No	42.9	33.0	37.2
3. If yes, how did you learn about it?			
Friend	3.6%	6.0%	5.0%
Child	61.8	34.0	45.7
PTA	1.2	16.5	10.1
Newspaper	17.9	20.9	19.6
Other & Teacher	15.5	22.6	19.6
4. Did you know that your child was a participant in this program?			
Yes	84.5%	88.7%	86.9%
No	15.5	11.3	13.1
5. Do you want your child to have the opportunity to learn a second language?			
Yes	91.7%	94.8%	93.5%
No	0.0	1.7	1.0
Doesn't make any difference	8.3	3.5	5.5

*Special sample from 26 parishes with participants in both CODOFIL French Program in the Elementary School and in CODOFIL French Communication Skills Program.

	Northern Area	Southern Area	Total
6. Do you like the idea of your child learning French?			
Yes	96.4%	97.4%	97.0%
No	0.0	0.0	0.0
Doesn't make any difference	3.6	2.6	3.0
7. Has your child shown any enthusiasm toward the French lessons?			
Great deal	56.0%	56.4%	56.3%
Some	35.6	34.8	35.2
Very little	3.6	5.2	4.5
None	2.4	1.0	1.5
Do not know	2.4	2.6	2.5
8. While in the CODOFIL French Program, besides subject matter learning, has your child benefitted in any other way?			
Yes	42.9%	61.8%	53.8%
No	14.2	6.0	9.5
Do not know	42.9	32.2	36.7
9. How do you think your child's attitude toward the French language has been affected by the CODOFIL French Instruction Program?			
It has improved greatly	35.7%	55.7%	47.2%
It has improved somewhat	38.1	24.3	30.2
It is about the same	23.8	17.4	20.1
It has worsened somewhat	0.0	2.6	1.5
It has definitely worsened	2.4	0.0	1.0

	Northern Area	Southern Area	Total
10. How do you think your child's attitude toward Louisiana's French culture has been affected by the CODOFIL French Instruction Program?			
It has improved greatly	36.9%	35.7%	36.2%
It has improved somewhat	32.1	33.0	32.7
It is about the same	28.6	29.6	29.1
It has worsened somewhat	0.0	1.7	1.0
It has definitely worsened	2.4	0.0	1.0
11. At home, I speak to my child:			
Always in French	0.0%	25.2%	14.6%
Sometimes in French, sometimes in English	2.4	34.8	21.1
Always in English	97.6	40.0	64.3
12. At home, my child speaks to me:			
Always in French	0.0%	0.0%	0.0%
Sometimes in French, sometimes in English	52.4	45.2	48.2
Always in English	47.6	54.8	51.8
13. At home, I speak to others in the family:			
Always in French	0.0%	1.7%	1.0%
Sometimes in French, sometimes in English	3.6	35.7	22.1
Always in English	96.4	62.6	76.9
14. Do you speak a language other than English?			
Yes	0.0%	40.0%	23.6%
No	85.7	38.3	58.3
A little	14.3	20.9	18.1

	Northern Area	Southern Area	Total
15. Have you ever traveled to, or lived in, a country other than the United States?			
Yes	17.9%	18.3%	18.1%
No	82.1	81.7	81.9
16. Do you think that learning French will increase your child's career options?			
Yes	73.8%	74.8%	74.4%
No	2.4	2.6	2.5
Do not know	23.8	22.6	23.1
17. Do you feel that children whose parents speak French, should learn French?			
Yes	84.5%	87.0%	85.9%
No	1.2	4.3	3.0
Do not know	14.3	8.7	11.1
18. How do you feel about non-compulsory, state-wide instruction in French for adults in Louisiana?			
Positive	54.8%	52.2%	53.3%
Almost positive	7.1	19.1	14.1
Negative	7.1	7.0	7.0
Do not know	31.0	21.7	25.6
Please comment_____			
19. How do you feel about state-wide instruction in French for all elementary school children?			
Positive	72.6%	74.8%	73.9%
Almost positive	11.9	12.2	12.1
Negative	6.0	3.5	4.5
Do not know	9.5	9.5	9.5

	Northern Area	Southern Area	Total
20. Do you belong to the PTA, PTC, or any other parents' association?			
Yes	38.1%	52.2%	46.2%
No	61.9	47.8	53.8
21. Have you met your child's French-speaking teacher this year?			
Yes	32.1%	48.7%	41.7%
No	67.9	51.3	58.3
22. Have you met your child's regular classroom teacher this year?			
Yes	77.4%	93.0%	86.4%
No	22.6	7.0	13.6
23. How old is the head of your household?			
24 - 30	22.6%	18.3%	20.1%
31 - 40	50.0	49.6	49.8
41 - 50	19.0	25.2	22.6
51 - 60	3.6	5.2	4.5
61 or over	4.8	1.7	3.0
24. The head of your household has finished:			
Less than 8 years of school	6.0%	17.4%	12.6%
8-11 years of school	36.9	15.7	24.6
High School	33.3	43.5	39.2
2 years of college	9.5	6.1	7.5
College	9.5	17.4	14.1
N.A.	4.8	0.0	2.0

25. Please write any suggestions you have for the French program.

TABLE 02

CODOFIL French Program in the Elementary School

PARENTS' SURVEY

Tabulation by Grade Level

1. What school does your child attend?

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades	TOTAL
	161 : 100%	71 : 100%	232 : 100%

2. Have you heard of the CODOFIL French Program?

Yes	76.7%	71.4%	75.0%
No	23.3	28.6	25.0

3. If yes, how did you learn about it?

Friend	7.9%	8.4%	8.2%
Child	41.4	43.8	41.8
PTA	6.1	8.4	6.9
Newspaper	29.3	25.4	28.0
Teacher	11.0	7.0	9.9
Other	4.3	7.0	5.2

4. Did you know that your child was a participant in this program?

Yes	91.0%	80.3%	87.9%
No	9.0	19.7	12.1

5. Do you want your child to have the opportunity to learn a second language?

Yes	90.9%	95.8%	92.2%
No	1.3	1.4	1.3
Doesn't make any difference	7.8	2.8	6.5

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades	TOTAL
6. Do you like the idea of your child learning French?			
Yes	95.5%	95.8%	95.7%
No	1.3	1.4	1.3
Doesn't make any difference	3.2	2.8	3.0
7. Has your child shown any enthusiasm toward the French lessons?			
Great deal	55.3%	54.9%	55.6%
Some	35.6	35.2	35.3
Very little	5.2	5.6	5.2
None	1.3	4.2	2.2
Do not know	2.6	0.0	1.7
8. While in the CODOFIL French Program, besides subject matter learning, has your child benefitted in any other way?			
Yes	46.4%	41.4%	45.2%
No	13.2	20.0	15.1
Do not know	40.4	38.6	39.7
9. How do you think your child's attitude toward the French language has been affected by the CODOFIL French Instruction Program?			
It has improved greatly	47.6%	42.9%	46.5%
It has improved somewhat	33.6	37.1	34.5
It is about the same	14.8	18.6	16.0
It has worsened somewhat	2.7	0.0	1.7
It has definitely worsened	1.3	1.4	1.3

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades	TOTAL
10. How do you think your child's attitude toward Louisiana's French culture has been affected by the CODOFIL French Instruction Program?			
It has improved greatly	30.6%	33.8%	31.5%
It has improved somewhat	38.5	39.5	38.8
It is about the same	27.9	23.9	26.7
It has worsened somewhat	2.4	0.0	1.7
It has definitely worsened	0.6	1.4	0.9
N.A.	0.0	1.4	0.4
11. At home, I speak to my child:			
Always in French	6.5%	0.0%	4.3%
Sometimes in French, sometimes in English	31.0	32.4	31.5
Always in English	62.5	67.6	64.2
12. At home, my child speaks to me:			
Always in French	0.0%	0.0%	0.0%
Sometimes in French, sometimes in English	39.9	39.4	39.7
Always in English	60.1	60.6	60.3
13. At home, I speak to others in the family:			
Always in French	0.0%	1.4%	0.4%
Sometimes in French, sometimes in English	35.9	33.8	35.3
Always in English	64.1	64.8	64.3

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades	TOTAL
14. Do you speak a language other than English?			
Yes	37.9%	31.0%	35.8%
No	43.8	49.3	45.7
A little	18.3	19.7	18.5
15. Have you ever traveled to, or lived in, a country other than the United States?			
Yes	11.0%	23.9%	15.1%
No	89.0	76.1	84.9
16. Do you think that learning French will increase your child's career options?			
Yes	77.2%	73.3%	76.3%
No	6.5	4.2	5.6
Do not know	16.3	21.1	17.7
N.A.	0.0	1.4	0.4
17. Do you feel that children whose parents speak French should learn French?			
Yes	86.2%	73.3%	82.3%
No	4.6	4.2	4.3
Do not know	9.2	21.1	12.9
N.A.	0.0	1.4	0.4
18. How do you feel about non-compulsory, state-wide instruction in French for adults in Louisiana?			
Positive	45.3%	60.0%	50.4%
Almost positive	13.3	10.0	12.1
Negative	10.7	8.6	9.9
Do not know	30.7	21.4	27.6

Please comment_____

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades	TOTAL
19. How do you feel about state-wide instruction in French for all elementary school children?			
Positive	71.8%	74.3%	72.8%
Almost positive	10.7	11.4	10.8
Negative	6.7	8.6	7.3
Do not know	10.8	5.7	9.1
20. Do you belong to the PTA, PTC, or any other parents' association?			
Yes	38.0%	57.7%	44.0%
No	62.0	42.3	56.0
21. Have you met your child's French-speaking teacher this year?			
Yes	42.05	60.6%	47.8%
No	58.0	39.4	52.2
22. Have you met your child's regular classroom teacher this year?			
Yes	89.9%	88.7%	89.7%
No	10.1	11.3	10.3
23. How old is the head of your household?			
24 - 30	28.3%	12.7%	23.7%
31 - 40	50.7	56.3	52.2
41 - 50	17.1	19.7	18.1
51 - 60	3.3	11.3	5.6
61 or over	0.6	0.0	0.4

	1st & 2nd Grades	3rd,4th,5th & 6th Grades	TOTAL
24. The head of your household has finished:			
Less than 8 years of school	15.1%	15.5%	15.1%
8-11 years of school	28.3	18.3	25.4
High School	41.4	36.6	40.1
2 years of college	4,6	14.1	7.3
College	10.5	2.8	8.2
N.A.	0.0	12.7	3.9

25. Please write any suggestions you have for the French Program. (see text)

TABLE 03

Communication Skills Program

PARENTS' SURVEY

Tabulation by Grade Level

		1st & 2nd Grades	3rd,4th,5th & 6th Grades
1.	What school does your child attend?	69 : 100%	64 : 100%
2.	Have you heard of the CODOFIL French Program?		
	Yes	46.4%	64.1%
	No	53.6	35.9
3.	If yes, how did you learn about it?		
	Friend	0.0%	1.6%
	Child	15.9	54.7
	PTA	23.3	1.6
	Newspaper	13.0	31.2
	Teacher	37.7	10.9
	Other	10.1	0.0
4.	Did you know that your child was a participant in this program?		
	Yes	82.6%	84.4%
	No	17.4	15.6
5.	Do you want your child to have the opportunity to learn a second language?		
	Yes	94.2	93.7
	No	1.5	1.6

	1st & 2nd Grades	3rd, 4th, 5th & 6th Grades
6. Do you like the idea of your child learning French?		
Yes	97.1	98.4
No	0.0	0.0
Doesn't make any difference	2.9	1.6
7. Has your child shown any enthusiasm toward the French lessons?		
Great deal	49.3%	64.0%
Some	43.5	25.0
Very little	5.8	4.7
None	0.0	1.6
Do not know	1.4	4.7
8. While in the CODOFIL French Program, besides subject matter learning, has your child benefitted in any other way?		
Yes	49.3%	48.4
No	11.6	3.2
Do not know	39.1	48.4

If yes, in what way?_____

9. How do you think your child's attitude toward the French language has been affected by the CODOFIL French Instruction Program?		
It has improved greatly	43.5%	50.0%
It has improved somewhat	23.2	35.9
It is about the same	27.5	14.1
It has worsened somewhat	4.3	0.0
It has definitely worsened	1.5	0.0

		1st & 2nd Grades	3rd, 4th, 5th, & 6th Grades
10.	How do you think your child's attitude toward Louisiana's French culture has been affected by the CODOFIL French Instruction Program?		
	It has improved greatly	26.1%	45.3%
	It has improved somewhat	30.4	28.2
	It is about the same	39.1	26.5
	It has worsened somewhat	2.9	0.0
	It has definitely worsened	1.5	0.0
11.	At home, I speak to my child:		
	Always in French	2.9%	42.2
	Sometimes in French, sometimes in English	14.5	20.3
	Always in English	82.6	37.5
12.	At home, my child speaks to me:		
	Always in French	0.0%	0.0%
	Sometimes in French, sometimes in English	47.8	54.7
	Always in English	52.2	45.3
13.	At home, I speak to others in the family:		
	Always in French	0.0%	1.6%
	Sometimes in French, sometimes in English	14.5	21.9
	Always in English	85.5	76.5
14.	Do you speak a language other than English?		
	Yes	18.8%	23.5%
	No	58.0	60.9
	A little	23.2	15.6

	1st & 2nd Grades	3rd,4th,5th, & 6th Grades
15. Have you ever traveled to, or lived in, a country other than the United States?		
Yes	21.7	14.1
No	78.3	85.9
16. Do you think that learning French will increase your child's career options?		
Yes	78.3%	70.3%
No	2.9	1.6
Do not know	18.8	28.1
17. Do you feel that children whose parents speak French, should learn French?		
Yes	85.5%	89.0%
No	2.9	3.1
Do not know	11.6	7.9
18. How do you feel about non-compulsory, state-wide instruction in French for adults in Louisiana?		
Positive	59.4%	46.9%
Almost positive	10.1	21.9
Negative	7.3	4.7
Do not know	23.2	26.5
Please comment_____		
19. How do you feel about state-wide instruction in French for all elementary school children?		
Positive	78.3%	73.4%
Almost positive	5.8	17.2
Negative	4.3	0.0
Do not know	11.6	9.4

		1st & 2nd Grades	3rd, 4th, 5th, & 6th Grades
20.	Do you belong to the PTA, PTC, or any other parents' association?		
	Yes	44.9%	40.6%
	No	55.1	59.4
21.	Have you met your child's French-speaking teacher this year?		
	Yes	33.3%	40.6%
	No	66.7	59.4
22.	Have you met your child's regular classroom teacher this year?		
	Yes	79.7%	87.5%
	No	20.3	12.5
23.	How old is the head of your household?		
	24 - 30	24.6%	6.3%
	31 - 40	43.5	56.2
	41 - 50	21.7	31.2
	51 - 60	2.9	4.7
	61 or over	7.3	1.6
24.	The head of your household has finished:		
	Less than 8 years of school	8.7%	12.5%
	8-11 years of school	20.3	31.2
	High School	40.6	37.5
	2 years of college	4.3	10.9
	College	20.3	7.9
	N.A	5.8	0.0

25. Please write any suggestions you have for the French Program.

	1st & 2nd Grades	3rd, 4th, 5th & 6th Grades
A. Do you agree with this statement: A child's work as a student is his first contact with the world of work outside his home.		
Yes	60.9%	81.2%
Mostly	26.1	15.6
Little	5.8	1.6
No	7.2	1.6
B. Do you agree with this statement: A child's early success in his career as a student will reflect on his future success when he enters the actual world of work.		
Yes	68.1%	65.6%
Mostly	21.7	23.4
Little	2.9	1.6
No	7.3	9.4
C. Do you agree with this statement: It is very important for children to gain an awareness of the many career possibilities open to them so that they may formulate, as early as possible, realistic career goals toward which to strive.		
Yes	78.3%	90.7%
Mostly	11.6	9.3
Little	7.3	0.0
No	2.9	0.0
D. Do you agree with this statement: Knowledge of a second language, especially of one with large worldwide scope and usage, may help an individual to obtain a coveted position or job that might be denied to a person who speaks only English.		
Yes	76.8%	89.0%
Mostly	13.0	1.6
Little	2.9	4.7
No	7.3	4.7

	1st & 2nd Grades	3rd, 4th, 5th & 6th Grades
E. Do you agree with this statement: It is very important for children to be aware of the worth of each individual and at the same time to realize the need for teamwork or group effort to accomplish some jobs.		
Yes	89.9%	95.3%
Mostly	0.0	4.7
Little	2.9	0.0
No	7.3	0.0
F. Do you agree with this statement: The French Associate Teacher has helped to expand the child's awareness of the importance of work, careers, and the similarity of workers in other parts of the world as well as in Louisiana who speak French.		
Yes	66.7%	76.6%
Mostly	18.8	15.6
Little	10.0	6.2
No	4.4	1.6
G. Do you agree with this statement: A child's skill in communication can be improved and expanded through instruction in a language other than English.		
Yes	91.3%	92.2%
Mostly	4.4	3.1
Little	4.3	4.7
No	0.0	0.0
H. Do you agree with this statement: As a child gains skill and confidence in a second language (French), this same skill and confidence will be reflected by improved performance in his first language (English).		
Yes	69.6%	73.4%
Mostly	21.7	14.1
Little	5.8	7.9
No	2.9	1.6

PARENTS AND COMMUNITY MEMBERS PARTICIPATING IN ADULT NIGHT CLASSES SURVEY

During the 1973-1974 academic year an Adult French Instruction Program was established throughout Louisiana, with the participation and assistance of the French Associate Teachers and the schools in which they taught. At least 21 parishes had one or more adult instruction classes. The statistics regarding enrollment at the beginning of these classes are found in Table 01. Figures indicating attrition are not available, but due to the nature of these courses (informal, no credit and strictly voluntary) it can be safely estimated that about 60% of the initial enrollment did drop out before the end of the year. In reality, when one considers the nature of the program, which in some parishes did not extend to the end of the year, and the needs of the community members that it serves, the retention rate was really quite good.

During this first year of this program it enjoyed very little structuralization and supervision; therefore, a strictly academic evaluation of it is downright impossible. On the other hand, the "pupils," being for the most part responsible adults, could be relied upon to provide objective views of their experiences with French instruction. Also it was felt that some of the motivating forces behind their taking French could be explored and utilized in future planning.

In tabulating and interpreting the responses we received from these adults, the state was divided into two sections, North and South. The reason for this is well known; the Southern section has a large number of Acadians with French-speaking backgrounds and cultures while the Northern section of the state contains very few French-speaking inhabitants.

A sample of 181 students was selected at random and questionnaires with prestamped and addressed envelopes were distributed to them. 78 students responded in time to have their responses tabulated. Of these, 57 were from the Southern section and 21 from the Northern. This response was more than adequate to make statistical inferences regarding adult students' profiles and the assessment of their experiences. Table 02 presents their responses tabulated by geographic areas and by totals.

Questions A, B and C asked the respondent's parish, sex, date of enrollment and the state in which he was born. Among the Northern respondents, 85.7% were women and 14.3% men. Only 28.6% were born out of state with the remainder being native Louisianians.

The respondents from the Southern portion of the state were made up of 77.2% women and 22.8% men. 35.1% were from out of state.

Question D dealt with age. Surprisingly, almost 60% of the respondents were 41 or above with the largest age subgroup being those between 41 and 60.

Question E queried the students regarding their occupations. These were many and varied as follows: two school librarians, a tax consultant, several engineers, a supervisor of child welfare, secretary, loan officer, retired educator, social worker, several students, a deputy clerk of court, retired florist, Sears catalog merchant, physician, several registered nurses, a clerk-typist, lunch room worker, insurance salesman, museum curator, traveling salesman, seamstress in garment factory, several teachers, beautician, oil businessman, oil field worker, totally disabled veteran, roustabout, speech and hearing language pathologist, assistant principal, academic counselor, realtor associate, professor, commercial helicopter pilot, attorney, oilfield gauger,

clerk, medical technologist and a very large group of housewives.

At least 50% of the respondents had first heard of the program through the newspapers and almost 30% through friends, while only 10% heard of the program through the schools. Radio and TV accounted for 5% in the Northern area and 0% in the Southern. Of the Northerners, only 5% had French-speaking parents while 53% of the Southerners had French-speaking parents. 33% of the Northerners had some previous knowledge of French, and fully 48% of the Southerners made the same claim. Regarding the use of French outside the course, 28% of both Northern and Southern students use it "frequently," while 19% of the Northerners "never" use French and only 7% of the Southerners are in this same plight.

When queried regarding their classroom attendance, 62% regarded it as "very good" and 37% feel it is "good." It can, therefore, be concluded that at least 90% of the respondents feel quite satisfied regarding their classroom participation. When asked about the quality of instruction, 100% of the Northern group felt it was "very good," a feeling shared by 88% of their Southern cohorts. Overall, almost 99% of the respondents felt that the quality of instruction received was "very good" or "good" with only one person feeling it was only "fair." No one felt it was "poor."

The students were asked to describe their level of satisfaction regarding their personal progress in the French class. None were dissatisfied and only 2 respondents felt "little satisfaction." The overwhelming majority felt either "well or very much satisfied," a most impressive showing!

The students were asked how their families felt regarding their taking the course. The following are some of their responses:

"They are pleased about my interest in French."

"They think it is great. My children are learning French in school so we can help each other."

"My husband is pleased and my daughter in 2nd grade, who also has French, thinks it is great!"

"My family approves, especially since this is a French-speaking community."

"Pleased. Since I am taking French, one of my sons plans to take it in high school next year."

"Some think it foolish to study anything at my age (51), but I find it interesting and a challenge."

"They tolerate it."

"My husband encouraged me to go and he would have, also, if his work hours had permitted. My daughter attended with me."

"My wife was enrolled in the same Beginners Class as I. We both enjoyed the class and feel that we learned quite a bit in these few months. We enjoy talking to each other in French. Our parents are very pleased."

"Husband, negative. My son, who is a French major, at L.S.U., loves the language, encourages me with his praise and help. He even subscribes to "Realites" for me!"

"Ils sont fiers."

Fully 93% have recommended the course to friends and 90% would definitely enroll in future courses if offered. Only 9% were "not sure" and one respondent did not know.

The participating students were asked what they hoped to do

with the French they learned. While multiple responses were received, the tabulation of the data was made on an adjusted universe so that relative frequency of responses could be presented. While understandably the most sizeable group (28%) wanted to learn to speak French so that they could speak with other people, an amazingly large percentage wanted to learn French to feel "pride in achievement."

Several attitudinal questions were directed to the students in order to shed some light not only on their own values but also on the values of Louisianians (always keeping in mind the fact that the respondents belong to a very special sample).

One hundred percent of Northern students were in favor of non-compulsory state-wide instruction in French for adults in Louisiana, a view shared by 88% of their Southern brethern! Only one respondent felt negative about the concept!

When asked to comment on this, the following quotes reflect their thinking:

> "I use it in the course of my occupation, often we have tourists from France and Canada, and speaking French would be very beneficial. After all, French is a universal language. French also helps in historical research in the court house and the Catholic Church records."
>
> "Maintain an area of common interest with my son."
>
> "To more fully appreciate Louisiana's heritage."
>
> "I dream of someday being able to travel in France and French Canada."
>
> "I would like to be able to converse with the people of this area in French."

"It gives you a better understanding of other peoples to know something of their language."

"Hope for future foreign assignment."

"Agricultural research."

"Occasional reading in line of business."

"I teach Sunday school class in my church to French people. Some of our older people do not speak and understand English. I have a Bible in French and this class is of great help in reading and understanding it."

"Since I am French, I consider it a privilege to learn the tongue."

"Pour aider la communication dans mon état, dans les affaires, et pour le plaisir."

"I do not wish to be anonymous! I have wanted to say how much I appreciate the opportunity, but did not know whom to write! (Signed).

When asked if they felt the children of parents who spoke French should learn French, 96% of them answered "yes."

Regarding state-wide instruction in French for all elementary school children, 92% felt positively and 5% "almost positively."

When asked to rate the location, time and classroom provided for the class, 90% felt it was either "very good or good."

The adult students were asked to comment on their reasons for entering the course and for suggestions that could help to improve it.

Their reasons for joining ranged from the sheer pleasure of it to being able to travel through French-speaking countries and Southern Louisiana with a feeling of self-sufficiency. (One adult student took

French to further a budding romance!)

A sizeable number of respondents owned French Bibles and attended French services and for them it was a valuable motivation to attend classes in order to be able to understand and comprehend these better.

The overwhelming majority, however, wanted to be able to converse with their neighbors and relatives and share in the unique heritage of Louisiana.

The adult students made the following suggestions to improve the program:

"Continue the program."

"Separate classes for more experienced students, especially urban areas with large enrollments."

"More publicity at the beginning of the school year so more people who wish to learn French can enroll."

"More conversational French and maybe films."

"A second year course with more vocabulary development and conversation."

"Workbooks and texts."

"More frequent classes."

"Structuring social situation which would make it peremptory to use French."

The enrolled adults seem ecstatic about this opportunity to learn French and they are gaining a great deal of satisfaction in their achievement. With 90% of respondents stating that they would re-enroll if courses are offered again, it seems to be very well accepted and enjoys widespread support!

Essentially, the teachers of the adult classes have "improvised" and their methods and materials vary widely throughout the state. One thing, though, is consistent - throughout the state the French teachers who have instructed Louisiana's adults have not only succeeded in imparting nigh quality instruction, but they also have won the hearts of their pupils. As ambassadors of good will they may have contributed more toward international amity than our official treaties with France!

TABLE 01

ADULT NIGHT CLASSES ENROLLMENT

ACADIA	38	ST. JOHN	40
EAST BATON ROUGE	40	ST. MARTIN	24
EVANGELINE	31	ST. MARY	15
IBERIA	40	TANGIPAHOA	11
JEFFERSON	16	TENSAS	52
LAFAYETTE	141	TERREBONNE	50
LASALLE	12	CONCORDIA	54
LIVINGSTON	23	LAFOURCHE	35
MOREHOUSE	6	ST. JAMES	35
ORLEANS	161	VERMILION	75
OUACHITA	70	TOTAL	969

TABLE 02

Anonymous Response

SURVEY FOR ADULT FRENCH STUDENTS

Tabulation by Geographic Area

	Northern Area	Southern Area	Total
	21 : 100%	57 : 100%	78 : 100%
A. - C. (see text)			
D. Age			
Below 20	4.1%	1.8%	2.6%
21 - 30	14.3	15.8	15.4
31 - 40	23.8	22.8	23.1
41 - 60	42.8	56.1	52.5
Above 60	14.3	3.5	6.4
E. Occupation (see text)			
1. How did you first hear about this program?			
Newspaper	47.6%	50.9%	51.2%
Friend	28.6	29.8	28.2
School	9.5	10.5	10.3
Radio & T.V.	4.8	0.0	1.3
Other (please explain)	9.5	8.8	9.0
2. Do your parents speak French?			
Yes	4.8%	52.6%	39.7%
No	95.2	43.9	57.7
Do not know	0.0	3.5	2.6

	Northern Area	Southern Area	Total
3. Do you speak French or a local variety of French?			
Yes	4.8%	21.5%	16.7%
No	66.7	52.6	56.4
A little	28.5	26.3	26.9
4. Are you using French outside of the course?			
Frequently	28.5%	28.1%	30.8%
Seldom	19.1	38.6	30.8
Rarely	33.3	26.3	28.1
Never	19.1	7.0	10.3
5. How do you rate your classroom attendance?			
Very good	66.7%	59.7%	61.5%
Good	33.3	36.8	35.9
Fair	0.0	3.5	2.6
Poor	0.0	0.0	0.0
6. How do you rate your participation in the class activities?			
Very good	52.4%	52.6%	52.5%
Good	47.6	33.3	37.2
Fair	0.0	12.3	9.0
Poor	0.0	1.8	1.3
7. How do you rate the quality of instruction you have received?			
Very good	100.0%	87.7%	91.0%
Good	0.0	10.5	7.7
Fair	0.0	1.8	1.3
Poor	0.0	0.0	0.0

	Northern Area	Southern Area	Total
8. How satisfied are you with your present progress in the French class?			
Very much	33.3%	47.4%	43.6%
Well	61.9	50.8	53.8
Little	4.8	1.8	2.6
Dissatisfied	0.0	0.0	0.0
9. How does your family feel about your taking this course?			
Please comment (see text)			
10. Have you recommended this course to some friend or neighbor?			
Yes	90.5%	93.0%	92.3%
No	9.5	7.0	7.7
11. Do you plan to enroll in future courses if offered?			
Yes	85.7%	93.0%	89.8%
Maybe	9.5	7.0	8.9
No	0.0	0.0	0.0
Do not know	4.8	0.0	1.3
12. What do you hope to do with the French you are learning?			
Speak with people	30.0%	26.8%	27.7%
Understand friends or relatives	10.0	20.3	17.7
Read newspapers, magazines, etc.	22.0	16.3	17.7
Listen to radio or T.V. programs	6.0	14.4	12.3
Pride in achievement	32.0	22.2	24.6
Other (please comment)	0.0	0.0	0.0

	Northern Area	Southern Area	Total
13. How do you feel about non-compulsory, state-wide instruction in French for adults in Louisiana?			
Positive	100.0%	87.6%	91.0%
Almost positive	0.0	3.5	2.6
Negative	0.0	1.8	1.3
Do not know	0.0	7.1	5.1
Please comment (see text)			
14. Do you feel that children whose parents speak French, should learn French?			
Yes	95.2%	96.5%	96.2%
No	0.0	0.0	0.0
Do not know	4.8	3.5	3.8
15. How do you feel about state-wide instruction in French for all elementary school children?			
Positive	95.2%	91.1%	92.3%
Almost positive	0.0	7.1	5.1
Negative	4.8	1.8	2.6
Do not know	0.0	0.0	0.0
16. How do you rate the location, time, and classroom provided for the course?			
Very good	61.9%	66.6%	65.3%
Good	23.8	24.6	24.4
Fair	9.5	8.8	9.0
Poor	4.8	0.0	1.3

17. Please comment on your reasons for entering the program. (see text)

18. Please tell us anything that you feel is pertinent to the program or that could help to improve it. (see text)

IN-SERVICE TEACHER TRAINING PROGRAM FOR SECOND LANGUAGE SPECIALISTS

The logical growth for this program is based on the development of native Louisiana teachers who have specialized in teaching French as a second language at the elementary level. Until the beginning of this academic year, no such program of specialization existed in the state, as certification to teach French existed only at the secondary level.

In the past, several attempts had been made by bilingual programs in the state to encourage local classroom teachers to become proficient in French through special courses offered by several universities. All such previous attempts had failed to attract any substantial number of teachers. Upon investigation, it was found that no real incentive existed for a teacher to pursue an additional 24-hour program of study in French as universities felt they could not grant graduate credit for these courses; they could not be utilized towards a Master's Degree program.

Through the joint efforts of the Foreign Language Section of the State Department of Education and the Heads of the Foreign Language Departments of the various state universities, an acceptable program of study was developed and teachers were recruited to begin the first semester of this 24-hour program.

These programs are now ongoing at Northeast Louisiana State University (NLU) in Monroe, Louisiana, the University of Southwestern Louisiana (USL) in Lafayette, Louisiana, Nicholls State University in Thibodaux, Louisiana, and at Louisiana State University (LSU) in Baton Rouge, Louisiana.

A proposal was then brought before the Educational Committee of the State Board of Education which received the unanimous approval of both the committee and subsequently the State Board. This proposal was adopted on December 13, 1973, and directs the Director of Teacher Education, Certifi-

cation and Placement to certify teachers who have successfully completed the full 24-hour program. Further, the State Board authorized the local school superintendents to utilize these teachers in their schools to teach French as a second language.

Originally, 134 teachers registered for the program. By the end of the academic year, enrollment had declined to one hundred. This attrition rate of 25% is smaller than the evaluators had expected, and it is not sure if it is even this large, since many teachers may have dropped out for the summer only and will re-enter in the fall semester.

It was originally hoped to be able to evaluate this component of the program through a year-end survey, performance on MLA Test of Language Proficiency and grades received by the participants for each semester's work. This plan was abondoned when it was found that the MLA Tests provided an unrealistic burden to administer due to their own nature, the number of teachers involved and the geographical separation of the schools. Likewise, an analysis of grades received was not very meaningful since these are subjective measures of accomplishment and not necessarily of language proficiency. This year's evaluation, therefore, is based on a survey mailed to 100 students, 55 of whom have responded. These responses have been tabulated by the university at which courses are being taken, and by totals, thereby providing data for internal comparison and overall assessment. Table 01 presents the pertinent statistics.

When participants were asked to state their reasons for entering the program, the majority responded that they wanted to teach French and some wanted to learn it for family reasons (husband French or children studying it). Others wanted to increase their skill in writing and reading French while others felt it would be great to participate in this cultural renaissance that is sweeping Louisiana.

Participants were also asked if they had received any encouragement to enter or to continue in the Program. Responses varied from local school board to the teacher of the particular course. More commonly, teachers were encouraged by an official circular or by fellow teachers and principals. Family encouragement played an important role also, as courses are offered in the evening hours; after teaching day, a time traditionally dedicated to one's family.

Teachers were queried about their opinions of the instructional program and, in particular, about the course in which they were enrolled. In general most respondents are very satisfied and find the course and teacher both enjoyable and effective.

The teachers felt that the instructional strategy (teamwork, participation of students, homework assignments, etc.) was excellent. Some complained that the homework was excessive, taking up about six hours a week, a bit much for those teachers filling the roles of teacher, mother and wife. Some attention might be given to the textbooks used as these seem to have fallen below student expectations.

The great majority of the teachers felt close to their community and generally believed that the school and community cooperate and work together very well.

The teachers enrolled at NLU indicate some doubts about the desirability of having the children of French-speaking parents learn French, but their colleagues at the other universities do not share this doubt. One hundred percent of these believe that those children should learn French at school.

The overwhelming majority also feel positively toward non-compulsory, state-wide instruction in French for Louisiana's adults.

Ninety-five percent felt positively about state-wide instruction in French for all elementary school children.

Regarding language learning, these teachers felt that understanding the spoken language was the most important skill to master, followed by speaking, reading, understanding of cultural values, writing and lastly, knowledge of formal grammar. When queried on how they rated their own progress in the above areas, they listed them by importance in the following order:

Understanding spoken language, reading, speaking, understanding cultural values, writing knowledge of formal grammar. Evidently they have progressed according to their priorities.

All students were requested to relate anything that they felt might improve the program. Some of their suggestions are as follows:

"Too much grammar is being stressed."

"More stress is needed on conversational French. Why not have oral tests also instead of written tests only?"

"We need made available to us materials by our own people (Louisianians), songs, stories, etc., for us to read and records to listen to."

"I think it is perfect."

"The program is not well publicized throughout the schools. Some teachers would be very interested but they are not informed of the program's existence."

"More time should be spent on formal grammar for beginners."

"Only one instructor should be assigned the task of teaching the pupils."

"Summer program in Canada, great incentive to learning French and getting involved in the CODOFIL Program."

"Use of taped conversation in the lab would help those with less confidence."

"The CODOFIL French Teacher may be stressing the 'oral' a bit too much."

"We spend entirely too much time on trying for the 'right' intonation, and some people, let's face it, will never sound 'Frenchy.'"

"I am really enjoying this course and hope I can see it through the required 24 hours."

In essence, most complaints concentrate on the rapidity in which the grammatical structures are presented, the lack of traditional vocabulary exercises and the insufficiency, in some classrooms, of spoken French. From the questionnaires it can be gleaned that the instructors are very capable but do not follow a unified teaching approach. Some meetings and sharing of techniques may help to unify and standardize the instructional program so that teachers who transfer within the state can also transfer their previous knowledge. Naturally, unification should follow a desirable model and, according to the responses in the questionnaire, L.S.U. seems to be leading the way in student approval.

On the other hand, only objective testing can determine the superiority of one method over another. The evaluators presently have no data to determine which university is using the most effective method. Further, the school boards in general have not publicized sufficiently the existence of the program and its ultimate goals. Many principals do not seem aware of its existence.

Overall, the evaluators are very impressed by the degree of involvement of Louisiana teachers and the very high level of enthusiasm shown by the teachers participating in it. The establishing of enabling legislation and the bringing together of the Foreign Languages and Education Departments of four major universities with the State Department of Education are achievements of very high merit and a tribute to all involved.

TABLE 01

CODOFIL FRENCH PROGRAM

	NLU[1]	Nicholls	USL[2]	LSU-BR[3]	TOTAL
I. 1. University in which you are enrolled?	16 : 100%	18 : 100%	11 : 100%	10 : 100%	55 : 100%
2. Is this your first or second semester in the Program?					
First	62.5%	44.4%	18.2%	70.0%	49.1%
Second	37.5	55.6	81.8	30.0	50.9
3. How many years have you taught?					
First year	6.2%	22.2%	18.2%	20.0%	16.3%
2 - 3	31.3	16.6	27.3	50.0	29.1
4 - 7	12.5	5.6	9.1	0.0	7.3
8 or more	50.0	55.6	45.4	30.0	47.3
II. 1. Have you ever taught French?					
Yes	6.2%	0.0%	27.3%	0.0%	7.3%
No	93.8	100.0	72.7	100.0	92.7
2. Do you speak French (or the local variety of French)?					
Yes	6.2%	33.3%	63.6%	30.0%	30.9%
No	93.8	66.7	36.4	70.0	69.1
3. Do you plan to go through the entire 24-hour program and get the specialization of Elementary French Teacher?					
Yes	100.0%	88.9%	90.9%	100.0%	94.6%
No	0.0	11.1	9.9	0.0	5.4
4. Are you using your French outside of the course?					
Frequently	31.3%	16.6%	36.3%	50.0%	30.9%
Sometimes	56.3	55.6	54.6	40.0	52.7
Rarely	6.2	22.2	9.1	10.0	12.7
Never	6.2	5.6	0.0	0.0	3.7

[1]
[2]Northeast Louisiana University
[3]University of Southwestern Louisiana
Louisiana State University in Baton Rouge

	NLU	Nicholls	USL	LSU-BR	TOTAL

Please comment on reasons for entering the Program: (see text)

5. Do you feel that after completing the 24-hour program you will be able to:

Teach French effectively in grade one only.

Yes	6.2%	66.7%	27.3%	40.0%	36.4%
No	12.5	22.2	27.3	10.0	18.2
Do not know	12.5	11.1	9.1	10.0	10.9
N.A.	68.8	0.0	36.4	40.0	0.0

Teach French effectively in the primary grades of your school.

Yes	81.3%	72.2%	72.7%	90.0%	78.2%
No	6.2	5.6	18.2	0.0	7.3
Do not know	12.5	22.2	0.0	0.0	10.9
N.A.	0.0	0.0	9.1	10.0	3.6

Be effective as an itinerant teacher of French in one or more elementary schools.

Yes	6.2%	50.0%	72.7%	60.0%	43.6%
No	6.2	5.6	9.1	0.0	5.5
Do not know	12.6	44.4	9.1	0.0	20.0
N.A.	75.0	0.0	9.1	40.0	30.9

6. Did you receive any encouragement to enter and to continue in this Program?

Yes	75.0%	88.9%	63.6%	80.0%	78.2%
No	25.0	11.1	36.4	20.0	21.8

From whom? Please comment? (see text)

7. Based on the experience that you have gained so far, would you recommend your colleagues'entering this program?

Yes	93.8%	88.9%	90.9%	100.0%	92.8%
No	0.0	11.1	0.0	0.0	3.6
Do not know	6.2	0.0	9.1	0.0	3.6

8. Do you feel the program at your university has been well planned?

Yes	100.0%	77.8%	100.0%	100.0%	92.8%
No	0.0	11.1	0.0	0.0	3.6
Do not know	0.0	11.1	0.0	0.0	3.6

	NLU	Nicholls	USL	LSU-BR	TOTAL
9. Are you enjoying the atmosphere of the course?					
Very much	87.6%	77.7%	54.6%	100.0%	80.0%
Much	6.2	5.6	45.4	0.0	12.7
Fair	6.2	11.1	0.0	0.0	5.5
No	0.0	5.6	0.0	0.0	1.8
10. How do you feel regarding the instructional program and in specific regarding the courses that you are taking?					
Very good	68.8%	33.2%	63.6%	100.0%	61.9%
Good	31.2	55.6	36.4	0.0	34.5
Fair	0.0	5.6	0.0	0.0	1.8
Poor	0.0	5.6	0.0	0.0	1.8
Please comment (see text)					
11. How do you rate the performance of the university instructor?					
Very Good	100.0%	88.8%	54.5%	100.0%	87.3%
Good	0.0	5.6	36.4	0.0	9.1
Fair	0.0	0.0	9.1	0.0	1.8
Poor	0.0	5.6	0.0	0.0	1.8
12. How do you rate the performance of the French Teaching Assistant?					
Very Good	62.5%	27.8%	72.7%	70.0%	54.5%
Good	37.5	50.0	27.3	30.0	38.2
Fair	0.0	22.2	0.0	0.0	7.3
Poor	0.0	0.0	0.0	0.0	0.0
13. How do you feel about the method (textbook) used in the classroom?					
Very Good	50.0%	38.9%	45.4%	70.0%	49.1%
Good	37.5	33.3	27.3	20.0	30.9
Fair	12.5	22.2	18.2	10.0	16.4
Poor	0.0	5.6	9.1	0.0	3.6
14. How do you feel about the instructional strategy (teamwork, participation of students, homework assignment, etc.)? Please comment (see text)					
15. How well do the people in your school community cooperate and work together?					
Very well	56.3%	77.8%	27.3%	70.0%	60.0%
Fairly well	37.5	16.6	63.6	20.0	32.7
Adequately	6.2	5.6	9.1	10.0	7.3
Usually not too well	0.0	0.0	0.0	0.0	0.0
Never work	0.0	0.0	0.0	0.0	0.0

	NLU	Nicholls	USL	LSU-BR	TOTAL
16. How close do you feel to the community in which you work?					
I feel I belong here, that this is my home community.	75.0%	83.3%	63.6%	80.0%	76.4%
I feel quite close to this community, but I do not consider it my home.	18.8	0.0	36.4	10.0	14.5
I do not feel very close to this community.	6.2	5.6	0.0	0.0	3.6
I do not feel a real sense or community existence.	0.0	11.1	0.0	10.0	5.5
I feel like a complete stranger in this community.	0.0	0.0	0.0	0.0	0.0
17. Do you feel that children whose parents speak French, should learn French?					
Yes	62.4%	100.0%	100.0%	100.0%	89.0%
No	18.8	0.0	0.0	0.0	5.5
Do not know	18.8	0.0	0.0	0.0	5.5
18. How do you feel about non-compulsory, state-wide instruction in French for adults in Louisiana?					
Positive	81.3%	77.7%	81.8%	80.0%	80.0%
Almost positive	12.5	11.1	9.1	20.0	12.7
Negative	0.0	5.6	0.0	0.0	1.8
Do not know	6.2	5.6	9.1	0.0	5.5
Please comment (see text)					
19. How do you feel about state-wide instruction in French for all elementary school children?					
Positive	75.0%	83.3%	90.9%	100.0%	85.5%
Almost positive	12.5	11.1	9.1	0.0	9.1
Negative	0.0	5.6	0.0	0.0	1.8
Do not know	12.5	0.0	0.0	0.0	3.6

	NLU	Nicholls	USL	LSU-BR	TOTAL
20. Please rate the relative importance of the following aspects of language learning:					
Understanding Spoken Language					
Very important	93.8%	88.9%	90.9%	80.0%	89.1%
Important	6.2	11.1	9.1	20.0	10.9
Somewhat important	0.0	0.0	0.0	0.0	0.0
Not important	0.0	0.0	0.0	0.0	0.0
Speaking (conversational topics)					
Very important	75.0%	61.1%	72.8%	80.0%	70.9%
Important	25.0	38.9	18.1	20.0	27.3
Somewhat important	0.0	0.0	9.1	0.0	1.8
Not important	0.0	0.0	0.0	0.0	0.0
Reading					
Very important	62.5%	38.9%	45.4%	50.0%	49.1%
Important	31.2	44.4	36.4	40.0	38.2
Somewhat important	6.3	11.1	18.2	10.0	10.9
Not important	0.0	5.6	0.0	0.0	1.8
Writing					
Very important	56.2%	38.9%	36.4%	40.0%	43.6%
Important	31.3	33.3	36.4	40.0	34.6
Somewhat important	12.5	22.2	27.2	10.0	18.2
Not important	0.0	5.6	0.0	10.0	3.6

	NLU	Nicholls	USL	LSU-BR	TOTAL
20. (cont.)					
Knowledge of formal grammar					
Very important	43.7%	33.3%	18.2%	40.0%	34.6%
Important	31.3	27.8	54.5	50.0	38.2
Somewhat important	25.0	33.3	18.2	10.0	23.6
Not important	0.0	5.6	9.1	0.0	3.6
Understanding of cultural values					
Very important	43.8%	50.0%	45.5%	50.0%	47.3%
Important	50.0	16.7	45.5	50.0	38.2
Somewhat important	6.2	33.3	9.0	0.0	14.5
Not important	0.0	0.0	0.0	0.0	0.0
21. How do you rate your progress on the above aspects during the French courses that you are presently taking?					
Understanding Spoken Language					
Very Good	18.8%	38.9%	36.4%	70.0%	38.2%
Good	43.7	27.8	45.5	0.0	30.9
Fair	31.3	33.3	18.1	30.0	29.1
Poor	6.2	0.0	0.0	0.0	1.8
Speaking (conversational topics)					
Very Good	12.5%	33.3%	27.2%	60.0%	30.9%
Good	31.3	27.8	36.4	10.0	27.2
Fair	43.7	27.8	36.4	30.0	34.6
Poor	12.5	11.1	0.0	0.0	7.3
Reading					
Very Good	18.8%	50.0%	27.2%	50.0%	36.4%
Good	62.4	28.7	54.6	40.0	45.4
Fair	18.8	16.7	18.2	0.0	14.6
Poor	0.0	5.6	0.0	10.0	3.6
Writing					
Very Good	18.8%	50.0%	9.1%	20.0%	27.3%
Good	43.7	16.7	72.7	70.0	45.5
Fair	25.0	33.3	18.2	10.0	23.6
Poor	12.5	0.0	0.0	0.0	3.6

	NLU	Nicholls	USL	LSU-BR	TOTAL
21. (cont.)					
Knowledge of formal grammar					
Very Good	12.5%	22.2%	18.2%	10.0%	16.2%
Good	43.8	50.0	54.6	70.0	52.3
Fair	37.5	28.8	27.2	20.0	29.7
Poor	6.2	0.0	0.0	0.0	1.8
Understanding of cultural values					
Very Good	18.8%	28.7%	27.2%	40.0%	27.3%
Good	56.2	50.0	72.8	60.0	58.2
Fair	25.0	5.6	0.0	0.0	9.1
Poor	0.0	16.7	0.0	0.0	5.4

22. Please tell us anything you feel is pertinent to the program or could help in improving it (see text)

JILAP

During the academic year 1973-1974, the Jacaranda Individualized Language Arts Program was instituted on an experimental basis in five classrooms, each in a different parish. The teachers and teacher aides from these classrooms participated in a training seminar to familiarize themselves with the materials and their use.

The program is described as a system, and it demands a particular teaching style. According to the publisher's brochure, the system is defined as: "the way that the learners, the classroom teacher, and the JILAP materials interact with each other in the classroom." "The JILAP learning system may be characterized by the roles that learners, teacher, the JILAP materials and the classroom play to facilitate the learning of English communication skills by each pupil in the classroom."

Its materials, which consist of a high quality major kit, well packaged and composed of sub-kits for the learning of specific linguistic skills, are described by the brochure as: "a network of tools which facilitate individual patterns of learning and that cover complementary aspects of learning English as a second language." They also "facilitate interpersonal communication and diagnosis and checking by learner and teachers."

The evaluation of this component was particularly difficult inasmuch as the geographic dispersion of the schools involved was great. Through the use of the Test for Auditory Comprehension of Language, control classrooms were selected, but due to time delays, no pretesting was possible using the M.A.T. Analyses of posttesting results of these five classrooms are shown on Table 01. Every subtest was analyzed through a two-tailed t test for independent means, and no statistically significant differences

were found. As measured by the Metropolitan Achievement Test, it is concluded that the JILAP System has not affected the children in the study.

This conclusion must be tempered with the realization that a different testing instrument,* or more powerful statistics** showing pretest scores and thus allowing for the adjustment of the posttest means for preexisting differences between the control and experimental groups, through an analysis of covariance, might have provided different results. In addition, the reliability of any instrument when testing the very young child (the subjects were all first graders) is open to question and an examination of the raw scores does indicate some inconsistencies.

These findings, therefore, should not be considered as conclusive and, in the opinion of the Evaluators, this program should be continued and re-evaluated at the end of the 1974-1975 school year. This recommendation is made in light of the high level of enthusiasm and satisfaction expressed by the teachers who are using the JILAP System. Some of them share their materials with other classroom teachers and all give enthusiastic testimony to the efficacy of the Program. The Evaluators have observed one class and were impressed with its smooth functioning, the high level of self-directed individualized instruction taking place, and with the child-to-child tutoring.

The following quotes are from JILAP teachers' reports in other schools:

"Peer tutoring has proven successful for the tutor and learner. They enjoy positioning themselves as "teacher" or "teachers' helpers."

---

*Tests which measure language arts and attitudes towards learning.

**Analysis of covariance.

"I can see where students are learning to make choices and selections of their own choosing rather than performing only teacher suggested activities."

"The materials certainly facilitate individualization in learning in that it is so designed (the System) to let each learner pace his speed and move at his own rate of speed."

"I am a bit hesitant to say the materials sufficiently or thoroughly cover the listening and reading skills, in that they are incomplete at this time. The reading is a bit easy for advanced children, and phonetic presentation is not as advanced as skills they will need to have had for end year placement. As the materials are incomplete, I may see it differently when I receive State II materials, reading extension cards and tapes that go along with the stage materials." The State II materials have never arrived due to reasons beyond anybody's control.

"They began to get excited about learning to read when they started the word stacks, and more, I even have to restrain some whose fervor exceeds their abilities."

"Overall, the children are enjoying working with the program. They enjoy working on their own and being their own guide. They especially enjoy the readiness portion and the characters in the reading. I am very pleased with the writing. This has helped the children who were having problems with their coordination."

"If a child works alone (without the aid of a teacher) he learns the word van or bus, yam or potatoes, mat or rug, etc. This is very confusing to the child."

"I am able to spend more time with the learner who needs more attention." "The children seem to feel very happy and secure as well as enthusiastic as they are talking and working together. They are quick to ask another student to teach them a new game and they are just as anxious to offer to teach something they have just learned to a fellow student."

TABLE 01

Jilap - First Grade

Metropolitan Achievement Test

	Experimental		Control		df	t	p.
Word Knowledge	M	SD	M	SD			
Word Knowledge	23.18	6.13	26.09	5.77	4	0.77	NS
Word Analysis	24.93	6.40	28.46	7.97	4	0.83	NS
Reading	17.61	9.51	21.74	10.97	4	0.63	NS
Total Reading	40.77	13.42	47.82	15.89	4	0.75	NS
Total Math	33.28	8.78	36.87	8.83	4	0.64	NS

two-tailed t test for independent means
M = Mean
SD = Standard Deviation
df = degrees of freedom
t = t test value
P = probability

COMMENTS AND RECOMMENDATIONS

In this section the evaluators seek to bring into focus those recommendations which, in their opinion, are the most crucial to the continued improvement and success of the program.

The second year's implementation of this program is in every aspect superior to the first year.

With two years of evaluative experience with this program, the evaluators feel confident in stating that the Associate Teachers of French are the program. This is true for both the educational community (principals, teachers and pupils) and the community at large (parents and community members). This viewpoint should not be construed as detracting from the exceptional organizational and administrative efforts of those in charge of the program, both at the state level and in the field; it does, however, bring into perspective the need for future attention to the following points concerning the Associate Teacners of French:

A. The associate teachers should be selected along specific criteria based both on educational qualifications, i.e., experience in teaching French as a second language at the elementary level, and on personality and socio-economic factors. The associate teachers must embrace, whether justifiably or not, the host culture's values and adjust to its physical environs in a very short period of time. These are feats which we, as Americans, are not generally able to accomplish in a foreign country. For the associate teachers to be assets to the schools to which they are assigned, they must first adjust to school systems very different from their own; they must change their living

habits, become skillful at international relations on an interpersonal basis, and be able to adapt their instructional expertise and educational philosophy to meet the tolerance levels of an American classroom. They must often face American teachers who feel their personal territorial integrity is being threatened and their own beliefs and established procedures are questioned or challenged.

Even under the most ideal conditions, these are difficult feats. It is a great tribute to all involved, especially to the associate teachers, that a very happy and effective symbiotic relationship occurs in as many classrooms as it does throughout the state.

The evaluators are well aware of the great difficulties that arise in the proper selection of these teachers; nonetheless, they do not feel that the difficulties created by the implementation of fairly rigid and sophisticated selection-criteria obviate its need as a major measure in improving the quality of this program.

B. During the pre-school orientation, more time should be devoted to their gaining insight into the social and cultural mores in Louisiana, especially in rural areas.

C. All associate teachers should receive a uniform, continuous insurance training program. As a minimum standard they need to be guided in developing well-structured daily lesson plans compatible with American educational philosophy for young children and based on at least two different instructional periods of 30 or 40 minutes. The utilization of the

Frère Jacques method has helped greatly in providing such a basis for uniform operations.

D. The new Associate Teachers of French should not be "thrown" into the classroom their first day of arrival at the school. They need at least three days to observe in the classrooms where they will be teaching to see how their American colleagues work. This observation period will help them to become cognizant of the methodology and procedures utilized in their school. This would also help to prevent unintentional "gaffes" and embarrassment caused by ignorance of the established rules and procedures.

E. To assist both new and returning Associate Teachers of French, a handbook is necessary for both local school administrators and associate teachers in order to define more clearly and concisely their roles and responsibilities in the program.

F. Contrary to the prescribed procedures of the program, the evaluators found that many of the regular classroom teachers left the class during the French instruction. The evaluators strongly feel that the Louisiana teachers should remain in the classroom for the following reasons:

1. The presence of the regular classroom teacher is most important to the effectiveness of the associate teacher's instructional program in that class; however, her active participation insures the children's involvement and interest level, as children tend to reflect their teacher's attitude toward the French Program.

2. The involvement of the classroom teacher further provides the opportunity for team teaching and individualization of instruction and the close working relationship which should evolve between the regular teacher and the associate teacher would result in the French instructor's being removed from the realm of "enrichment" and being an integral part of the educational program of the school.
3. As the classroom teacher is, and rightly so, the authority figure in the classroom, responsibility for the student's discipline is primarily hers. The associate teacher, who is itinerant, should never be expected to assume complete control in the area of classroom discipline.

In summation, it is the principal's responsibility to make his teachers aware that they must play a supportive role in order to assure a successful program in the classrooms. Because, just as students tend to reflect the attitudes and values of the teachers, so teachers tend to reflect the attitude and values of their principals.

4. It relegates French to the realm of "enrichment" alien to the instructional objectives of the classroom teacher.
5. Lack of discipline materially affects the imparting of French and the children's ability to learn it. It, therefore, makes the efforts of the associate

teacher useless and the continuation of the program in that particular classroom a fraud.

It is strongly recommended that all principals make their American teachers aware of the fact that they are to be in the classroom during French instruction, and that they should provide a supportive role in helping to handle discipline, reinforcement of materials and, in general, cooperate with the French teacher.

G. In-service training and onsite supervision were two very valuable activities during the second year of the program. Teacher training should be increased but scheduled meetings should be arranged so that the same classrooms do not miss French instruction each time.

The evaluators believe that teacher training provided a most important input in the unification of a widely scattered program. The efforts of the supervisory staff, however, while valiant and strenuous, cannot begin to effectively cope with the need. It is strongly recommended that the number of supervisors from the Foreign Languages Section of the State Department of Education be increased. There will be approximately 35 parishes and 180 schools "invalued" in the program for its third year. A minimum of six field supervisors is needed to provide an adequate service (30 schools per supervisor). This supervision not only provides in-service training but can materially assist in dealing with situations which are deleterious to the program's effectiveness.

H. During its second year, the program experienced a considerable and most gratifying amount of exposure in the public media.

While this should be promoted and continued, internal communication of news through the unbiased organ, "Le Pelican," should be expanded.

I. Continued testing with the Metropolitan Achievement Test should be accomplished under stricter control conditions. The fact that the scores of third graders in nine parishes show regression from the pretest scores is a fact that deserves further investigation and indicates a strong need for training in test administration and scoring.

Teachers' and parents' statements support the progress contention that elementary children are helped in Language Arts by the French Program. It is suggested that next year's evaluation include a sensitive instrument to measure gains in Language Arts and Reading.

The CODOFIL French Program in the elementary schools during its second year has shown all the dynamic signs of an ongoing, self-directing, ever-improving program. Its management and staff are vitally interested in its continued improvement and efficacy. The program not only has continued to provide the services for which it was originally designed at a higher level of effectiveness, but it has also experimented with yet to be proven, but potentially highly beneficial, program components that are within the instructional and developmental philosophy of the Louisiana State Department of Education.

Many parishes have offered French instruction at the elementary level incorporating career education concepts; others have provided French instruction to the parents of participating children and other interested community members, thus providing a vehicle to strengthen familial ties and to further parental career goals.

The Foreign Language Departments of four state universities have worked together in cooperation with the State Department of Education and its several sections, to develop a 24-hour French Specialization Program at the elementary level. Legislation has been formulated and is pending for passage so that adequate remunerative motivation can be provided to those Louisiana teachers who will eventually be looked to for the implementation of the program.

An innovative program in English as a second language (JILAP) is being experimented with in the five parishes, and while test results with the MAT are not statistically significant, teachers' support and enthusiasm for it are extremely high. It is recommended for continuation and reevaluation in 1974-1975.

For the academic year 1974-1975, two new French Bilingual Programs have been federally funded in the state. These new programs can be considered as spinoffs of the CODOFIL French Program.

The teaching effectiveness of the Associate Teachers of French has increased beyond question (French Test of Language Comprehension and Global Understanding and Frère Jacques) and, therefore, children have demonstrated that their capability to learn French has probably not yet been fully tapped. Principals' and Louisiana teachers' enthusiasm toward French instruction continues to be widespread. More than one hundred elementary teachers are registered in the French Specialization Program and many more are expected to register for the fall semester.

Parental support continues and has risen from its very high level of a year ago. The Louisiana parents have realized that bilingual skills, in an ever shrinking world where greater competition for job opportunities will exist, are an invaluable asset to their children.

Summarily, it can be said that the program is providing a unique pioneering opportunity for education to capitalize on the comparative advantage that Louisiana enjoys because of its French heritage in forging a generation of bilingually skillful Americans. Children today, but adults tomorrow, they will be capable of relating linguistically and culturally to millions of people in other parts of the world, not only to compete advantageously in an ever more sophisticated job market, but also to effectively promote the international amity that America has traditionally sought with the world community.

While no present day evaluation can dream of properly assessing the ultimate benefits and product of this program, 20 years from now will prove the farsightedness of the men and women who have endeavored to make this type of program a reality. What is now but the "sowing effort" will become the rich harvest of the future; the "potentially most successful" rating can, with continued direction, become "actually most successful" in future years.

APPENDIX A

STATEWIDE CODOFIL PROGRAM OF FRENCH INSTRUCTION AT THE ELEMENTARY LEVEL

PROGRAM OVERVIEW

The Statewide CODOFIL Program of French Instruction is under the direction of the Foreign Language Section of the Louisiana State Department of Education. In addition to the Foreign Language Coordinator and Supervisor, the Program Staff will include a Program Coordinator (serving as a Consultant from the Quebec Ministry of Education) and two Bilingual Specialists. To assist with the supervision of the Program, the Superintendent of Schools in each parish has designated a Supervisor to be in charge at the local level. Also, the French government has provided five Educational Consultants who will work very closely with the Supervisors and assist the French Associate Teachers with pedagogy and personal concerns. The Program has a full-time Evaluator, Mr. Costantino Ghini, of Ghini and Associates, a consulting firm in New Orleans. An end-of-year program audit will be conducted by Mr. Joseph McSpadden of the University of Southwestern Louisiana's Psychology Department.

In its second year of operation, the Program utilizes the services of 170 teachers from France (French Associate Teachers) who will be working in 26 parishes of the state. These include:

Parish	No. of Teachers
1. Acadia	7
2. Avoyelles	10
3. Catahoula	2
4. Concordia	2
5. East Baton Rouge	8
6. Evangeline	5
7. Iberia	4
8. Iberville	2
9. Jefferson	2
10. Lafayette	8
11. Lafourche	11
12. LaSalle	6
13. Livingston	2
14. Morehouse	5
15. Orleans	8
16. Ouachita	16
17. St. James	9
18. St. John	6
19. St. Landry	10
20. St. Martin	9
21. St. Mary	10
22. Tangipahoa	2
23. Tensas	2
24. Terrebonne	5
25. Union	5
26. Vermilion	9
Substitute Teachers	5
Total	170

The instructional program consists of one-half hour of French language arts at the first grade level and one hour in grades two and above. The hour is divided into 30 minutes of French language arts and 30 minutes of additional instruction in French in reading skills and math taught in the context of fine arts, i.e., music, art and physical education. The curriculum to be used in the program, at the first grade level, is an adaptation of the curriculum developed for the Lafayette Parish Bilingual Program. For second grade and above, the first level of Frère Jacques (French instructional material) will be employed. A set of the Frère Jacques material will be provided by the French government for each French Associate Teacher*.

Measurable objectives for the program have been established** and a thorough evaluation will be conducted by Ghini and Associates of New Orleans.

ADDITIONAL COMPONENTS FOR 1973-74 SCHOOL SESSION

A. An innovative program of language arts development (Jacaranda Individualized Language Arts Program - JILAP) will be field-tested in five geographically selected parishes: Union, Ouachita, St. Landry, East Baton Rouge and Jefferson. This program will complement the French Instructional Program and provide for special needs of students, black and white, with language learning problems due to linguistic differences.

B. The initiation of night classes for adults in each of the 26 parishes will provide for the needs and interests of parents of children in the program and for other members in the community. In parishes employing up to six French Associate Teachers, one of these teachers will conduct adult classes two nights per week. In parishes employing seven or more French Associate Teachers, two of these teachers will provide classes four nights per week.

C. Teacher training programs for elementary teachers will be set up at four universities within the state. These programs will provide for seminar classes in the fall and spring semesters and for an intensive four-week summer course that will afford 12 semester hours of credit for 30 elementary teachers at each location for a total of 120 teachers throughout the state. The instructional program will be planned cooperatively by the State Department of Education, the French Cultural Services and the universities.

*The Program budget also includes an allotment of $50 for each French Associate Teacher for the purchase of supplementary materials and teaching aids.
**See Evaluation Design.

APPENDIX B

STATEWIDE CODOFIL PROGRAM OF FRENCH INSTRUCTION AT THE ELEMENTARY LEVEL

EVALUATION DESIGN

The Statewide CODOFIL Program of French Instruction at the Elementary Level will utilize the services of 170 teachers from France teaching a total of 5 hours (10 one-half hour classes) per day in 26 parishes throughout the state. They teach for one-half hour at the first grade level and one hour in grades 2, 3 and above. The one-half hour instruction at the first grade level will be in French language arts; the hour in subsequent grades will be divided into 30 minutes of French language arts and 30 minutes instruction in French in the areas of reading and math taught in the context of fine arts; i.e., music, art and physical education. This French instructional time will be scheduled at the discretion of the local school authorities, but must be firmly adhered to.

The students taught by the French Associate Teachers will constitute the experimental group population. If possible, comparable groups of students within the twenty-six parishes will be secured to serve as the control.

The major objective of the program is to show, through careful evaluation, that a program of second language learning is both feasible and educationally sound and that such a program can fit within the existing educational program of the local school system utilizing existing staff.

A second objective is to prove that a program of second language learning (FSL) will assist the child in developing the proper communication skills in his primary or native language regardless of socio-economic status, racial origin, cultural background or linguistic and/or regional differences.

A third and equally important objective will be the training of elementary teachers within the 26 parishes so as to provide basic and uniform competency in the French language. This training will allow the teachers to function more effectively as team members in the French program and to ultimately assume full responsibility for the French instruction in their classrooms.

The fourth and final objective will be to provide the opportunity for parents and interested community members to participate in evening programs of French instruction.

The following are the program's measurable objectives and the evaluative instruments and techniques that will be used in their evaluation:

1-A To demonstrate that second language instruction makes a measurable contribution in gains and overall achievement in the promotional subjects of language arts, reading and math.

1-B This will be measured through the use of Metropolitan Achievement Tests in grades two and above. The test will be administered to a stratified, experimental and control group which will be randomly selected. The pretest will be conducted during the second week of September (10-14) and the second week of April (10-12). Results will be analyzed to determine existing differences between control and experimental results of pre- and posttesting.

2-A To demonstrate that first and second grade students in the program will exhibit noticeable linguistic gains in the areas of auditory comprehension of French and global understanding.

2-B This achievement will be assessed by performance on French comprehension pre- and posttests given to geographically representative samples of experimental and control groups.

3-A To demonstrate that students in grade two and beyond will exhibit measurable oral proficiency and mastery of both structure and lexical items in French within the confines of the material presented.

3-B The achievement of this objective will be measured by a pre- and posttest using testing instruments accompanying the Frere Jacques materials.

4-A To assess the effectiveness of the teacher training program at four universities for the elementary teachers from the participating schools in the program.

4-B The effectiveness of the programs will be assessed through a) the utilization of participant's questionnaire at the end of each semester of study, b) through the participant's performance on the MLA test for language proficiency, c) the grades received by the participant for each semester's work.

5-A To evaluate community response and acceptance of evening adult classes.

5-B The attitudes of the parents and community members will be measured with a questionnaire which will be administered at the end of the course.

APPENDIX C

PRINCIPALS' SURVEY 1973

Evaluation Program

A. How satisfied are you with the French Instruction Program operating in your school?

Very Satisfied	72.31%
Somewhat Satisfied	20.00
Somewhat Dissatisfied	4.61
Very Dissatisfied	3.08

B. If funds for this program are available for next year, which do you feel is appropriate for your school?

Expand the program to reach more students	64.61%
Remain the same size as it is this year	26.15
Be reduced in size	4.62
Be eliminated from your school	3.08
N.A.	1.54

C. How would you rate the special supervision received by the Teaching Assistants from the French Educational Consultants?

Excellent	26.15%
Good	52.31
Fair	18.46
Poor	1.54
N.A.	1.54

ASSESSMENT OF ASSOCIATE FRENCH TEACHERS

A. Rapport with students in his/her class.

EXCELLENT	GOOD	FAIR	POOR
55.85%	25.97%	16.88%	1.30%

B. His/her relationship with administrative personnel.

61.04%	31.17%	5.19%	2.60%

C. His/her knowledge of the subjects taught.

79.22%	19.48%	1.30%	-

D. His/her ability to relate to fellow teachers.

42.86%	37.66%	19.48%	1.30%

E. His/her preparation and organization of teaching material.

61.04%	27.27%	11.69%	-

F. His/her class control.

33.76%	41.56%	19.48%	-

APPENDIX D

TEACHERS' SURVEY 1973

	First Grade	Second Grade	Other	Total
1. What grade do you teach?	162 = 100%	92 = 100%	36 = 100%	290 = 100%
2. Which of the following goals do you think is the most crucial to the success of the Pilot French Program?				
Pride in language	41.36%	43.48%	38.89%	41.73%
Fluent in English, but with cultural appreciation of French	25.92	28.26	19.45	25.86
Raise level of Achievement	16.05	17.39	22.22	17.24
Enhance pride in parents	11.11	10.87	11.11	11.03
N.A.	5.56	--	8.33	4.14
3. Are you satisfied with your degree of involvement and participation in the program?				
Very satisfied	36.42%	38.04%	33.33%	36.55%
Satisfied	37.04	33.70	36.12	35.86
Fairly satisfied	9.88	11.96	8.33	10.34
Not satisfied	6.79	9.78	11.11	8.28
Not involved	8.64	6.52	11.11	8.28
N.A.	1.23	--	--	.69
4. Have you ever been invited to planning meetings relevant to the Program?				
Yes	16.05%	7.61%	0.0%	11.38%
No	83.95	92.39	100.0	88.62
5. How many such meetings have you been invited to attend?				
Five	0.00%	1.09%	0.00%	.34%
Three	1.85	0.00	0.00	1.03
One	16.05	8.70	0.00	11.72
None	75.93	82.61	86.11	79.32
N.A.	6.17	7.61	13.89	7.59

	First Grade	Second Grade	Other	Total
6. How many have you attended?				
Five	.62%	1.09%	0.00%	.69%
Three	.62	0.00	0.00	.34
One	9.26	4.35	0.00	6.55
None	82.72	86.95	83.33	84.14
N.A.	6.79	7.61	16.67	8.28
7. How satisfied are you with the Pilot French Program operating in your school?				
Very satisfied	54.32%	59.78%	61.11%	56.90%
Somewhat satisfied	35.19	23.91	19.44	29.65
Somewhat dissatisfied	4.94	11.96	8.33	7.59
Very dissatisfied	4.32	3.26	2.78	3.79
N.A.	1.23	1.09	8.34	2.07
8. If funds for this program are available for next year, which do you feel is appropriate for your school?				
Expand program	72.84%	60.87%	52.78%	66.56%
Remain same size	17.28	27.17	33.33	22.42
Be reduced	2.47	4.35	5.56	3.44
Be eliminated	5.56	3.26	2.78	4.48
N.A.	1.85	4.35	5.56	3.10
9. Who do you think benefits the most from the Pilot Program--English or French background children?				
English	28.40%	30.42%	27.78%	28.96%
French	40.12	67.40	38.89	48.62
Both	21.61	--	11.11	13.45
N.A.	8.87	2.18	22.22	8.97

	First Grade	Second Grade	Other	Total
10. Are the children in your classroom interested in learning French?				
Yes	88.89%	84.78%	75.0%	85.86%
No	6.17	9.79	13.89	8.28
N.A.	4.98	5.43	11.11	5.86
11. Do you feel the program can improve the overall quality of education in your classroom?				
Yes	78.40%	76.09%	75.0%	77.24%
No	16.67	20.65	22.22	18.62
N.A.	4.93	3.26	2.78	4.14
12. Could the Pilot French Program harm any children in your classroom?				
Yes	8.94%	3.26%	13.89%	7.59%
No	88.89	92.38	80.56	88.96
N.A.	2.47	5.43	5.56	3.45
13. If yes, in what way? (Sample responses presented in analysis)				
14. If you did not know French, could you learn it the way it is being taught in this program?				
Yes	86.42%	72.83%	80.56%	81.38%
No	9.88	19.57	8.33	12.76
N.A.	3.70	7.69	11.11	5.86
15. Would you like to participate in a program to learn French?				
Yes	61.11%	50.0%	63.89%	57.93%
No	22.84	21.74	13.89	21.38
No, I already speak it	12.96	26.09	13.89	17.24
N.A.	3.09	2.18	8.33	3.45

	First Grade	Second Grade	Other	Total
16. What type of French teaching schedule would you think is ideal considering that one hour a day is required?				
One hour in the morning	14.20%	9.78%	19.44%	13.45%
One hour in the afternoon	17.90	30.43	16.67	21.72
Half hour in the morning and half hour in the afternoon	84.15	35.87	25.0	41.38
Two half hours separated by some other subject in the morning	1.85	--	2.78	1.38
Two half hours separated by some other subject in the afternoon	2.47	6.52	8.33	4.48
Some other way	9.88	19.87	13.89	10.69
N.A.	5.56	6.62	13.89	6.90

17. How would you evaluate your French teacher both as a person and as an educational colleague? Please comment.

(Sample responses presented in analysis)

APPENDIX E

PARENTS' SURVEY 1973

1. What school does your child attend?

	Northern Area	Southeast Area	Southwest Area	Totals
	33 = 100%	43 = 100%	172 = 100%	248 = 100%

2. Have you heard of the Pilot French Program before?

Yes	66.67%	69.77%	75.58%	73.39%
No	30.30	30.23	23.26	25.40
N.A.	3.03	0.0	1.16	1.21

3. If yes, how did you learn about it?

Friend	12.12%	0.0%	6.39%	6.05%
Child	24.24	34.88	40.13	37.10
PTA	12.12	4.65	11.05	10.08
Newspaper	6.06	6.98	13.37	11.29
Teacher	9.09	11.63	6.39	7.67
Other	6.06	6.98	6.39	6.45
N.A.	30.31	34.88	16.28	21.36

4. Did you know that your child was a participant in this program?

Yes	90.91%	93.02%	90.70%	91.13%
No	6.06	4.65	8.72	7.67
N.A.	3.03	2.33	0.58	1.20

5. Do you like the idea of your child learning French?

Yes	100%	97.67%	95.93%	96.77%
Doesn't make any difference	0.0	2.33	2.91	2.43
No	0.0	0.0	.58	0.40
N.A.	0.0	0.0	.58	0.40

	Northern Area	Southeast Area	Southwest Area	Totals
6. Do you want your child to have the opportunity to learn a second language?				
Yes	84.85%	90.70%	84.30%	85.48%
No difference	6.06	6.98	8.14	7.66
No	9.09	0.0	5.81	5.24
N.A.	0	2.32	1.74	1.62
7. If yes, what other language besides French would you most like your child to learn?				
Spanish	57.58%	60.47%	59.88%	59.68%
German	18.18	4.65	6.39	7.66
Italian	0	9.30	6.98	6.45
Other	12.12	4.65	2.33	4.03
None	6.06	6.98	17.44	14.11
N.A.	6.06	13.95	6.98	8.06
8. While in the Pilot French Instruction Program, besides subject matter learning, has your child benefited in any other way?				
Yes	54.55%	48.84%	54.07%	53.22%
No	36.36	39.53	30.81	33.06
N.A.	9.09	11.63	15.12	13.71
9. How do you think that your child's attitude toward French and French culture has been affected by the Pilot French Instruction Program?				
Improved greatly	45.46%	39.53%	43.02%	42.75%
Improved somewhat	33.33	44.19	30.81	33.47
About the same	15.15	16.28	20.35	18.97
Worsened somewhat	0	0	2.33	1.01
Definitely worse	0	0	0	0
N.A.	6.06	0	3.49	3.20

	Northern Area	Southeast Area	Southwest Area	Totals
10. At home I speak to my child.				
Always in French	0%	4.65%	.58%	1.21%
Sometimes French	15.15	39.54	31.40	30.64
Always English	84.85	55.81	67.44	67.75
N.S.	0	0	.58	.40
11. At home my child speaks to me.				
Always French	0%	2.32%	.58%	.61%
Sometimes French	54.54	51.16	41.28	44.76
Always English	45.46	46.52	57.56	54.03
N.A.	0	0	.58	.40
12. At home, I speak to others in the family.				
Always French	0%	2.33%	.58%	.81%
Sometimes French	6.06	34.88	40.12	34.68
Always English	93.94	62.79	56.98	62.90
N.A.	0	0	2.33	1.61
13. Have you ever traveled to or lived in a country other than the U. S.?				
Yes	15.15%	23.25%	14.54%	16.13%
No	84.85	74.42	84.30	82.66
N.A.	0	2.33	1.16	1.21
14. Do you belong to the PTA, PTC or any other parental association?				
Yes	48.48%	37.21%	54.65%	50.81%
No	51.52	60.46	44.19	47.98
N.A.	0	2.33	1.16	1.21
15. Have you visited your child's French speaking teacher this year?				
Yes	30.30%	39.54%	28.49%	30.64%
No	69.70	60.46	70.35	68.55
N.A.	0	0	1.16	.81

	Northern Area	Southeast Area	Southwest Area	Totals
16. Have you visited your child's English speaking teacher this year?				
Yes	63.64%	83.72%	77.33%	76.61%
No	36.36	13.95	19.76	20.97
N.A.	0	2.33	2.91	2.42
17. How old is the head of your household?				
21-30	27.27%	27.91%	18.60%	21.37%
31-40	60.61	55.81	54.65	55.65
41-50	12.12	16.28	19.19	17.74
51-60	0	0	3.49	2.42
61 or over	0	0	4.07	2.82
18. The head of your household has finished				
Less than 8 years	15.16%	23.26%	20.35%	20.16%
8-11 years school	12.12	9.30	19.19	16.53
High School	30.30	44.18	31.97	33.88
2 yrs.' college	12.12	2.33	6.40	6.45
College	30.30	20.93	20.35	21.77
N.A.	0	0	1.74	1.21

FINAL EDUCATIONAL ACCOMPLISHMENT AUDIT

FOR

STATE DEPARTMENT OF EDUCATION
CODOFIL FRENCH PROGRAM FOR
ELEMENTARY SCHOOLS

LOUISIANA STATE DEPARTMENT OF EDUCATION
FOREIGN LANGUAGE SECTION
BATON ROUGE, LOUISIANA

JUNE 27, 1974

Submitted by

JOSEPH R. MCSPADDEN
EDUCATIONAL AUDITOR

I. BACKGROUND

A. DESCRIPTION OF THE PROGRAM

The STATE DEPARTMENT OF EDUCATION CODOFIL FRENCH PROGRAM FOR ELEMENTARY SCHOOLS, referred to as the CODOFIL French Program of the Louisiana State Department of Education as an experimental program, has as its goal to assess the interest in French as a Second Language. The program is in its second year of operation.

Through joint efforts with the Council for the Development of French in Louisiana and the French Ministry of Foreign Affairs, one hundred and seventy (170) French Associate Teachers have been placed in one hundred and thirty-nine (139) schools in twenty-six (26) parishes throughout the State of Louisiana.

Within the one hundred and thirty-nine (139) schools, there is French instruction in ten (10) classrooms at the Kindergarten level, three hundred and eighty-two (382) classes at the first grade level, three hundred and fifty-four (354) classes at the second grade level, two hundred and thirty-six (236) classes at the third grade level, sixty-six (66) classes at the fourth grade level, twenty (20) classes at the fifth grade level and twelve (12) classes at the sixth grade level for a total of one thousand and eighty (1080) classes or twenty-nine thousand (29,000) students involved in the program.

The instructional program consists of one-half hour of

French language arts at the first grade level and one hour in grades two and above. The hour is divided into 30 minutes of French language arts and 30 minutes of additional instruction in French reading skills and math taught in the context of fine arts. The curriculum used in the program at the first grade level is an adaptation of the curriculum developed for the Lafayette Parish Bilingual Program. In the second grade and above, the first level of Frère Jacques (French instructional materials) is utilized.

Additional components for this year include:

a) An innovative program of language arts development, the Jacaranda Individualized Language Arts Program-JILAP, being field tested in five geographically selected parishes;

b) Night classes for adults in each of the 26 parishes providing for the needs and interests of parents of children in the program and for other members of the community;

c) Teacher training programs for elementary teachers located at four universities within the state providing classes in the fall and spring semesters and an intensive four-week summer course affording 12 semester hours of credit for 30 elementary teachers at each location.

The major objective of the program is to show, through careful evaluation, that a program of second language learning is both feasible and educationally sound and that such a program can fit within the existing educational program of the local school system utilizing existing staff.

A second objective is to prove that a program of second language learning (FSL) will assist the child in developing the proper communication skills in his primary or native language regardless of socio-economic status, racial origin, cultural background, linguistic and/or regional differences.

A third and equally important objective will be the training of elementary teachers within the 26 parishes so as to provide basic and uniform competency in the French language. This training will allow the teachers to function more effectively as team members in the French program and to ultimately assume full responsibility for the French instruction in the classroom.

The fourth and final objective will be to provide the opportunity for parents and interested community members to participate in evening programs of French instruction.

The focus of this report, summative in nature, is to determine or assess the degree to which the CODOFIL French Program has been implemented and to review data which has been accrued relative to its effectiveness. The objectives of the program relate to academic accomplishment in language arts and mathematics as well as the attitudes of the parents and professionals in the communities toward second language learning.

B. ON-SITE AUDIT VISITS

1. On-site observation: (3 of 5 sectors in the program)

a) Sunset Elementary School - Sector 2 - May 24, 1974. The Auditor observed Mme. Anni Ankri, French Associate Teacher, instructing several classes. In a third grade class, the lesson was on the possessive pronouns:
ma, mon, mes
___ c'est _____ table
___ c'est _____ lit
___ c'est _____ robe
Using the flannel board, the associate teacher read a story from the Frère Jacques materials and played the role of the mother and a designated student the role of the child. A conversation was held between mother and child, using objects on the flannel board as visual stimuli.
Mother: "Whose toys are these?"
Child: "Those are my toys."
Child: "Whose bed is this?"
Mother: "This is my bed.", etc.
A second lesson included flannel board exercises on position:
- beside, on top of, under, etc.
A third lesson, a re-entry on ma, mon, mes involved the associate teacher's walking to each child and asking:
"Are these _____'s pants?"
"Is this _____'s dress?", etc.
A second year French class, a fourth grade class, reflected as students of higher ability, was among classes observed. Mme. Ankri utilized the same lesson she had used with the grade 3 class; however, her technique varied. The Frère Jacques story with the mother-child interchange was utilized; however, students told the story (without first being told the story by the teacher) and students played the roles of both mother and child.

A second lesson in this class involved the use of the blackboard to teach possessive pronouns (singular and plural) and preposition. A third lesson involved a conversational period in which the teacher placed objects on a flannel board asking the children to ask each other about the objects.

b) Plantation Elementary School - Sector 3 - May 23, 1974. The Auditor observed Mlle. Brigitte Petit, French Associate Teacher, instructing in several classes. In a second grade class (students are in second year of French) the students were playing a game, a modified "bingo" in which children are told a number and a color. If he has the number on his card, the child colors that square accordingly. This process was varied by allowing the children to go to the board and circle a number, say the number and then indicate the color they wish it colored. The numbers being utilized were those numbers from 80 to 100.
A second grade two class was observed. These students were reviewing the numbers from 80 to 100. Students have already colored numbers, so the teacher asked the child to name a number, then state the color of the number and she told him to go to the board and cross-off or circle the number on the board.

c) Cecilia Elementary School - Sector 4 - May 28, 1974. The Auditor observed M. Armel LeBoterf. In the first lesson, the children in grade two were writing "good-bye" letters to M. Le Boterf and drawing pictures under the letter:
"Mardi, 28 Mai
Au Revoir
M. Armel LeBoterf."
A second lesson involved vocabulary and spelling (ex. le c...t) as well as an exercise involving numbers in which a child calls on another child to go to the board and write a certain number.
The Auditor observed Mme. Janine LeBoterf teaching in what was designated as a grade two

Follow-through class. The children were making booklets:
pg. 3 - "chanson pour se reveiller"
child drew illustration
pg. 4 - "à la volette"
child drew illustration
The associate teacher then directed them in singing three French songs. The culminating activity was the same vocabulary - spelling exercise as observed in M. LeBoterf's classes.

2. Interviews: The following are anecdotal comments and evaluations of the program by various individuals associated with the program:

Mrs. Mills - teacher, Cecilia Elementary - "I think it's great. I'm flabbergasted at how much the children have learned. Parents are interested, they think it's a good thing."

Mrs. Richard Andrus - parent - (Anglo home - no French spoken previously) "My child loves it."

Miss Brenda Smith - teacher, Sunset Elementary School - "My kids love it. They can't succeed at other things, but they can do well in French because they start at the basics. I have one student who has a learning disability - he can't achieve, but in French he is outstanding."

Mrs. Molly Cole - parent (previously interviewed last year) - "Still very pleased with the progress my son is making in French. I think it is an excellent opportunity for my child."

Mrs. Andrews - teacher, Cecilia Elementary (speaks Creole French) suggests, "Parents are learning different words (standard French) from children. Children teach parents songs. I am pleased with the time spent in French."

3. Auditor Activities to Date:

January 3, 1974 - Conference with Director. Discussion of implementation of program.

May 14, 1974 - Baton Rouge - Conference with the Director, Mr. Dyess, and the Evaluator, Mr. Ghini. Preparations for final auditing, including review of sampling technique for selection of experimental and control classes to be tested.

May 23, 1974 - On-site visitation, Sunset Elementary School, Sunset, La.

May 28, 1974 - On-site visitation, Cecilia Primary School, Cecilia, La.

June 12, 1974 - Baton Rouge - Conference with the Director, Mr. Dyess, and the Evaluator, Mr. Ghini. Review of final evaluation test data and survey tabulations.

June 20, 1974 - Conference with the Director, Mr. Dyess, regarding changes and revisions for 1974-75 program.

June 22, 1974 - Conference with Evaluator, Mr. Ghini, to review posttest data for various groups.

4. Auditor Findings:

a) Metropolitan Achievement Test - pretests administered during September to a sample of approximately 5370 students in the experimental population (approximately 16 percent of the experimental population) and a control sample of 2,730 students. Posttests were administered to the same group in April. Pre- and posttest data analyses were available for review and recomputation.

b) Test of French Listening Comprehension and Global Understanding was administered to all first year students in the program, primarily at the grade 1 level. A pre-post administration has been completed and results have been analyzed by the evaluator. This data has been reviewed and sample data recomputed.

c) Frère Jacques Test - students in the second grade, providing it was their second year in the program, through the sixth grade were administered pre-post tests over the subject

matter content of the Frère Jacques materials. Tests have been scored and results analyzed by the evaluator. This data has been reviewed and sample data recomputed.

d) Surveys: Parent-Community; Teacher; Principal-Supervisor; Adult Education (Adult French Student Survey) results tabulated for final evaluation of the beforementioned surveys. The auditor sampled from surveys and re-tabulated results.

e) Questionnaire - Teacher Training Program for specialization in French at the elementary level. Teachers were given a questionnaire to respond to. These results were compiled. The auditor sampled from the questionnaires to verify results.

f) Review of FY '74-'75 budget and perusal of FY '74-'75 budget and concomitant changes in the '74-'75 budget.

g) An evaluation design indicating objectives to be realized by the program and methods of assessing program effectiveness. The evaluation design with some modifications has been implemented at the time of the final audit.

5. Summary:

The CODOFIL French Program encompasses 26 parishes in Louisiana, including 139 schools, 1080 classes and approximately 29,000 students.

French instruction is performed by 170 French associate teachers from France for one-half hour at the grade 1 level and one hour at the second grade and above.

On-site visitation indicated parents and teachers were pleased with the program. Suggestions for improvement were

made by the professional staff, but will be included later in the report.

Data verification procedures indicated the evaluation design has been fully implemented. Sampling of data, review of data and re-computation of data have been performed by the auditor. These results will be reflected in the following section.

II. FINAL EVALUATION REPORT AND ANALYSIS OF DATA ACCRUED

The Auditor had at his disposal the following information for review and verification:

1. Final Evaluation Report
2. Pre-post analysis of Metropolitan Achievement Test results, a computer print-out, as well as tables reflecting a summary of the results. Data was reported for experimental and control sample at grades 1 through 4.
3. Pre-post analysis of the Test of French Listening Comprehension and Global Understanding administered to all first graders and those second graders who have had no previous exposure to French.
4. Pre-post analysis of the Frère Jacques Test, an in-house instrument developed to measure the skills and content of the Frère Jacques materials and administered to students in the second through sixth grade.
5. Results of surveys:
   a) principals and supervisors
   b) parents
   c) teachers
   d) adult French students
6. Results of questionnaires:

a) teacher training program for specialization in French at the elementary level.

7. Progress reports on the program as well as other reports such as financial reports for FY 1973-74 and FY 1974-75.

Results of each objective are as follows:

1A. To demonstrate that second language instruction makes a measurable contribution in gains and overall achievement in the promotional subjects of language arts, reading and math.

1B. Evaluation of 1A: analysis of pre-post differences on the Metropolitan Achievement Test between the experimental students (those children in the program) and a comparison or control group utilizing a single fixed factor analysis of co-variance reflected:

a. No significant differences between experimental and control groups at the grade one level in either Total Reading or Total Mathematics.

b. A significant difference ($p < .05$) at the grade two level in favor of the control students in Total Reading ability. No significant difference was reflected between groups on Total Mathematics.

c. No significant differences between experimental and control groups at the third grade level in either Total Reading or Total Mathematics.

d. No significant differences between experimental and control groups at the fourth grade level in either Total Reading or Total Mathematics.

1. Auditor activities:

a) Sampled test booklets for accuracy of scoring. Sample indicated scoring to be accurate.
b) Reviewed computer print-out.
c) Reviewed tables for reporting of data. Data reported in the tables reflect the computer print-out results.

2A. To demonstrate that first grade students (and beginning students in grade 2) in the program will exhibit noticeable

gains in the areas of auditory comprehension of French and global understanding.

2B. Evaluation of 2A: analysis of pre-post differences on the Test of French Listening Comprehension and Global Understanding utilizing multiple one-tailed t-tests to determine significance of gains reflected:

a. Significant differences ($p < .001$) at the grade one level on Section I, Section II and composite scores, indicate students at this grade level have made significant gains in auditory comprehension and global understanding of French (Reflected in Table 01, page 16 of the Final Evaluation Report).

b. Significant differences ($p < .001$) at the grade two level on Section I, Section II and composite scores indicate students at this grade level have made significant gains in auditory comprehension and global understanding of French (Reflected in Table 02, page 16 of the Final Evaluation Report).

1. Auditor activities:
   a) Sampled test booklets for accuracy of scoring. Review of sample indicated minor errors in totaling scores, but considering the number of tests administered (approximately 10,950 at Grade 1 level and 3,030 at Grade 2 level) the errors would have no effect on the outcome of the data.
   b) Reviewed class profile sheets for accuracy of recording data.
   c) Reviewed computer print-outs of data.
   d) Reviewed tables for reporting of data. Data reported in the tables reflects the computer print-out results.

3A. To demonstrate that students in grade two and beyond will exhibit measurable oral proficiency and mastery of both structure and lexical items in French within the confines of the material presented.

3B. Evaluation of 3A: analysis of pre-post differences on the Frère Jacques Test utilizing multiple one-tailed t-test to determine significance of gains reflected:

a. Significant differences ($p < .001$) at the grade two and three levels on the Language and Math subtests, as well

as the composite score, indicating students at these grade levels have made significant gains in the mastery of structures and lexical items in the areas of language arts and mathematics (see Tables 01 and 02, p. 19 of the Final Evaluation Report).

b. Significant differences at the grade four level on the Language subtest ($p < .001$) and Math subtests (p .025) as well as the composite score ($p < .025$) indicating students at this grade level have made significant gains in the mastery of structure and lexical items in the areas of language arts and mathematics (see Table 03, p. 19 of the Final Evaluation Report).

c. Significant differences on the language subtest (p .025) and the composite score ($p < .025$) at the grade five level. No significant difference was indicated for the Math subtest data (see Table 04, p. 20 of the Final Evaluation Report).

d. No significant differences on Language and Math subtests or the Composite Score for students at the grade six level (see Table 05, P. 20 of the Final Evaluation Report).

1. Audit activities:
   a) Sampled test booklets for accuracy of scoring. Review of the sample indicated some discrepancy in the perception of the scores as to what constituted the language score and the math score. Some tests (classes) reflected part I as Language and part II as Mathematics. This is incorrect. There are items throughout the test (on parts I and II) that make up the Mathematics score. The remaining items comprise the Language score. This confusion is noted especially in the sixth grade results for Math where the mean score is reflected as 11.81, when the total possible points related to mathematics is 10 pts. (Note: due to the limited number of sixth grade classes, and the degree to which this miscalculation has distorted these results are not to be considered. Results at all other grade levels seem valid).
   b) Reviewed computer print-outs of data.
   c) Reviewed tables for reporting of data. Data reported in the tables reflects the computer print-out results.

4A. To assess the effectiveness of the teacher training program at four universities for the elementary teachers from the participating schools in the program.

4B. Evaluation of 4A: A tabulation of responses to introductory questions (questions regarding background and experience) and questions 1-20. Results are reported in percentages of responses to the alternatives of the 20 items. Additionally a review of grades awarded to class participants was made. The MLA test for language proficiency was not utilized. This data reflected:

a. All participants completed the course work and earned passing grades.

b. Responses to the 55 questionnaires were basically in the desired direction indicating a positive attitude toward their educational program. A sample of the questions and the responses is shown below:

No. 7 Based on the experience that you have gained so far, would you recommend your colleagues' entering this program?

Yes - 92.8% No - 3.6% Do not know - 3.6%

No. 8 Do you feel the program at your university has been well planned?

Yes - 92.8% No - 3.6% Do not know - 3.6%

No. 10 How do you feel regarding the instructional program and in specific regarding the courses that you are taking:

Very good - 61.9% Good - 34.5% Fair - 1.8%
Poor - 1.8%

1. Auditor activities:
   a) Reviewed questionnaires and sampled items No. 7, No. 8 and No. 10 for retabulation. Retabulation reflected the data as presented.

5A. To evaluate community response and acceptance of evening adult classes.

5B. Evaluation of 5A: A survey, Survey for Adult French Students, was completed by participants in the adult education program. These results were tabulated by geographical areas and reported

in percentages of responses to the alternatives of the items.

a. Responses reflected in the 78 surveys returned indicated a positive attitude toward their French instruction, a desire to continue to study French and to get neighbors and friends involved in French study. No vast differences were noted between geographical areas, other than those responses related to parents speaking French, or French speaking of participant. Here the southern area participants had a larger number of parents who speak French as well as a larger number of the participants speaking French.

1. Auditor activities:

a. Reviewed questionnaires and sampled responses to questionnaires (Items No. 5, No. 7 and No. 10)
Retabulation of responses reflected the data as presented.
Additional evaluative data was accrued, notably those surveys dealing with principals-supervisors, program teachers, parents and community members. These surveys are not directly related to the stated objectives of the program, but without the cooperation of principals, supervisors, teachers and parents there would be no bilingual program. Thus it is imperative to receive feed-back from these important members of the team.
The auditor sampled items from the universe of the principals' and supervisors' surveys which were returned and retabulated data reflected for Items 1A and 1D. Retabulation confirmed the accuracy of the original data computations.
Teacher surveys were reviewed and items sampled for geographic regions (north and south) and grade levels (grade 3 and up). Retabulation of data for Items No. 3, No. 6 and No. 9 revealed only minor errors in tabulation (all within the VERY SATISFIED to FAIRLY SATISFIED range) for Items No. 3 and No. 6 in data accrued for the northern area.
Parents' surveys were reviewed. Items No. 6 and No. 7 were selected for retabulation by geographic areas and grade levels. Data

retabulated subs iated original results. The auditor reviewed the file on visitation to schools and classes. This data revealed that the supervisor, Mrs. Goller, made a total of 101 visits to 13 parishes and Mr. Michael Hebert, the other supervisor, a total of 94 visits in 10 parishes. This is a total of 23 parishes visited during the program year, indicating 3 of the 26 parishes did not receive a visit from the supervisors.

Summary:

A review by the auditor of data accrued for program objectives indicates verification and substantiation of the evaluator's findings. Results indicated the bilingual program has made a substantial contribution toward the enhancement of the ability of Louisiana school children to speak French as well as maintaining a performance level in their regular English subject matter areas of language arts and mathematics equal to the academic performance of their peers.

III. AUDITOR RECOMMENDATIONS

A. CURRICULUM - METHODOLOGY

1. The auditor found two trains of thought regarding classroom teacher participation: (a) a greater need for teacher cooperation and participation in the French instruction and (b) the classroom teacher distracts from French instruction, especially if she is doing other tasks in the classroom such as grad-

ing papers, cleaning and organizing the room, etc. The auditor suggests, in light of the goal of eventual responsibility by the classroom teacher for the French instruction, that the classroom teacher be required to participate as a member of the French instructional program with the French associate teacher.

2. Some understanding must be made as to who is responsible for discipline in the classroom. In some classes observed, the teacher was non-participant, except to interrupt with disciplinary remarks or acts. In other classrooms, the French associate teacher was completely responsible for discipline, especially in those classes where the teacher left the room during the French instruction. There seemed to be confusion on the part of some classroom teachers as well as French teaching associates as to who was responsible for the discipline.

3. Schedules of classes should be reviewed. Some associate teachers taught up to ten classes per day which, according to these teachers, placed great restrictions on their effectiveness. Associate teachers mentioned twenty minute classes were too short and such a large number of students were involved that they were unable to remember the students' names, much less try to provide for individual needs and abilities.

4. Classroom teachers suggested more emphasis on

Louisiana and French Acadian traditions and language. Acadian songs and stories should be emphasized so as to preserve this aspect of Louisiana culture as well as acquaint those students who are not from the "Acadiana" area with these traditions.

5. Although the Superintendent has expanded the staff of the Foreign Language Section, there still seemed to be a greater need for observation and supervision by the Department of Education and local school districts. Local (parish) supervisors were limited in their time and, as was pointed out previously, 3 parishes were not visited during this program year by the State Department of Education supervisors. This indicates a need for additional supervisory personnel. This need will be further implemented to meet short-range and long-range demands.

6. In considering the heavy class load already mentioned (some as many as 10 classes per day), the limited instructional time (some classes limited to 20 minutes), and the expansion of the program from 26 parishes to 35 parishes, an increase in staff will be necessary. This would include administrative and supervisory, as well as teaching staffs.

7. Review of materials, in terms of appropriateness for certain grade levels, amount available and degree to which they can be correlated with English instruction. Some teachers indicated reading and writing (Frère Jacques materials) were too difficult for second graders. Others indicated these materials

(Frère Jacques) were appropriate for first and second graders but more difficult, intensive materials would be necessary for the third and fourth graders. Other associate teachers indicated their materials were limited, one pointing out that she had one reading book for her class and she retained that to teach from.

8. French teaching associates feel a need for greater involvement with feedback to the parents. This could be facilitated by meetings with the parents at the beginning of the year as a sort of get-acquainted gesture as well as familiarizing them with the purposes of the program. Additional meetings should be scheduled during the year. Parents can be utilized in the classrooms to tell French Acadian stories and sing songs. The associate teachers feel a need for improved personal involvement with the community as well. One associate teacher suggested the teachers from France be "adopted" by a local family, a family which would help them to adjust to their communities.

9. Improved orientation session - some of which involves observation and orientation at the local school district. The associate teachers mentioned the strain and confusion resulting from having to begin teaching the first day they are in the local schools, without knowing anything about the children and having very little knowledge of American pedagogy.

10. Preparation of a handbook for associate teachers reflecting local French Acadian and French Creole expressions and vocabulary. Songs and stories might also be included. This will

facilitate the associate teachers' knowledge of colloquial French as well as aid in the instructional process.

B. EVALUATION

1. Possible revision of the Test of French Listening Comprehension and Global Understanding, especially section II, parts 1 and 2, where some students are achieving the maximum score on the pretest, which does not allow much opportunity to improve performance.

2. Possible revision of the Frère Jacques test. The auditor noted the poorer results on the test on the higher grade levels. This situation could be due to these students' "hitting the ceiling" on the test.

3. A method of feedback to teachers of evaluation findings noting gains made in French speaking ability as well as in English performance that is commensurate with the student from the more traditional classrooms (the control or comparison students). Teachers are still expressing a fear that children will not gain the skills necessary in the English language - and evaluation results indicate they are gaining these skills in addition to skills in French.

IV. REVIEW OF PROGRAM MODIFICATIONS

As indicated in a conference with the program director on

June 20, 1974, the following modifications of the 1973-74 program will be made for the 1974-75 program:

1. Expansion of services offered -

   a) Expansion of program operation from 26 parishes to 35 parishes
   b) Latitudinal expansion of one grade level in the 26 parishes from the 1973-74 program
   c) Expansion of number of French associate teachers from 170 to 220 including 70 associate teachers from Quebec
   d) Expansion of teacher training programs from four centers (universities) to six centers (universities).

2. Expansion and changes in supervision and administration procedures -

   a) For improved communication, the French associate teachers will select 2 representatives from their sectors to attend periodic meetings in Baton Rouge or Lafayette to discuss particular problems. This body will act as a sort of grievance committee to help work out problems experienced by the associate teachers.
   b) An additional bilingual specialist will be added to the staff headquartered in Concordia Parish, and supervising the two northern sectors of the program. M. Hebert will supervise two sectors and will be headquartered in Lafayette Parish 3 days a week. M. Waguespack will be field supervisor for the remaining 3 sectors assisted by Mme. Goller.
   c) Mme. Goller will be responsible for supervising adult education classes in 34 parishes in addition to her responsibility to the Superintendent's Task Force on Cultural Heritage and Minority Groups.
   d) Addition of 1 French educational consultant (presently there are 6) allowing a consultant for each of the 7 sectors involved in the '74-'75 program.
   e) Addition of 3 resource persons to work with university teacher training programs in disseminating materials and information from France and to help in the coordination of teachers for adult education (night) classes.

3. Changes in orientation procedure -

   a) Preparation of a handbook for French associate teachers to help in adjustment to American style of living and education.
   b) Selected members of the staff will go to France to spend 5 days in orientation of French associate teachers and return from France with associate teachers and provide 4 days of orientation in Baton Rouge.

4. Budget -

   a) Corresponding budget increases would be necessary for expansion of the program, the additional necessary staff, as well as training programs for staff members.
   b) Increased funds for travel and orientation in France are necessary.
   c) Expansion of program necessitates increased costs for evaluation and materials (standardized tests, etc.).
   d) Increased costs of travel for supervisory personnel to expedite on-site visitation and supervision in 34 parishes.
   e) Additional fixed charges were increased due to the increase in the size of staff, such as insurance costs, etc.

The increases in the budget due to the expansion of the program should provide for greater effectiveness of the administration, supervision and instructional process of the CODOFIL French Program for Elementary Schools for the academic year 1974-75.